NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ATLANTIC CITY PUBLIC SCHOOL DISTRICT	School: Richmond Avenue School
Chief School Administrator: DONNA HAYE	Address: 4115 Ventnor Avenue Atlantic City, New Jersey 08401
Chief School Administrator's E-mail: dhaye@acboe.org	Grade Levels: Pre-Kindergarten 3 through 8th Grade
Title I Contact: Mr. Joseph Beaman	Principal: Shelley Williams
Title I Contact E-mail: jbeaman@acboe.org	Principal's E-mail: shwilliams@acboe.org
Title I Contact Phone Number: 609-343-7200 ext. 5004	Principal's Phone Number: 609-343-7250 EXT. 7159

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____	_____	_____
Principal's Name	**Principal's Signature**	**Date**

Critical Overview Elements

- The School had _____9_____ (number) of stakeholder engagement meetings.
- State/local funds comprised _____% of the school's budget in 2014-2015.
- State/local funds will comprise _____$ of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Summer School_July 2015	1,2,3,4	All		
Title I After School Program (October to April)	1,2,4	All		
Professional Development (Data Analysis)	1,2,3	All		
Parent Center Workshops	1,2,3	All		
Supplement Educational Services	1,2,4	All		
Saturday Stem School	1,2,3,4	All		

ESEA §1114(b)(2)(B)(ii): ***"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"***

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Leslie Allen Timia Johnson	Parents	X	X	X	
Shelley Williams Shontai Nicholson	School Staff – Administrator School Staff – Administrator	X	X	X	
Cynthia Wilson Anna Brigid Hughes	School Staff – Basic Skills Instruction/System 44	X	X	X	
Lynn Massari Jennifer Afanador Jo-Elle Burbach	School Staff – Reading Specialists	X	X	X	
Mary Beth Henain Janice Jeffries	School Staff – Special Education	X	X	X	
Maria Barber	School Staff – ESL/LEP	X	X	X	
Angela Combs	School Staff – Guidance	X	X		
Larry Holland	School Staff – Support	X	X		
Marva Newsome	School Staff – Technology	X	X	X	
Gail Parker	School Staff – Security	X	X		
Management & Evaluation Associations	Consultants	X	X	X	

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
September 19, 2014	Media Center	School's Vision and Mission, Compact Letter and Parent Involvement Policy	X		X	
October 9, 2014	Atlantic City Boat House	District Leadership/ Leadership Role/ Establishing a Leadership Team	X		X	
October 15, 2014	Principal's Conference Room	Data Cluster/M&E	X		X	
January 12, 2015	Principal's Conference Room	Data Cluster/M&E	X		X	
March 21, 2015	Principal's Conference Room	School Report Card Plan Development	X		X	
April 16, 2015	Media Center Conference Room	Survey & Data Review/District Leadership	X		X	
April 20, 2015	Principal's Conference Room	Data Review/M&E	X		X	
June 4, 2015	Principal's Conference Room	Schoolwide Plan Evaluation	X		X	
June 8, 2015	Atlantic City Boat House	District Leadership	X		X	

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose? The intended purpose is for all stakeholders to participate in creating a shared vision, which promotes and fosters improving the performance of students and the effectiveness of the school.
- What are our expectations for students? Our expectations for students are as follows:
  - Come to school on time
  - Be prepared for school
    - Think ahead to be sure one is prepared for class and items that are needed for the day are ready
    - Inform parents of materials needed for school
    - Get enough rest
  - Do the assigned work
    - Plan ahead so one has sufficient time to complete work thoughtfully
    - Establish a routine time and quiet place for completing assignments
    - Make good use of every moment while in class and doing assignments
    - Work hard to learn to focus and concentrate on ones work. The amount of effort one puts forth will directly impact ones learning, grades, confidence, and future.
  - Respect yourself and others
    - Treat others the same as you would want them to treat you
    - Work hard to understand how ones actions affect the feelings of others
    - Be sure to communicate to teachers, staff and administrators if someone is making you feel uncomfortable, unsafe, or upset
    - NO TOLERANCE for bully behavior, harassment, threats or violence
  - Stewardship: respect property and the environment
    - Students are responsible stewards of the building, the playground, the community, earth and its resources
    - Students will NOT litter, mark up, mess up or break property
    - None of the students have the right to take, touch or damage other people's property without permission from the owner
    - Take ownership in the building and partnership in becoming a community of lifelong learners.

- What are the responsibilities of the adults who work here? The responsibilities of the adults are to meet the needs of the individual student in accordance to the Common Core State Standards (CCSS) (academically, mentally, physically and socially) within a safe and nurturing environment. In addition, the teachers, staff, and parent resource members involved must share in the responsibility for maintaining the best possible school environment. To ensure safety and success at school, we ask parents make sure:
  - To reinforce the expectations for Richmond Avenue School students (see the previous section).
  - Child/Children arrive(s) at school on time (8:15a.m.).
  - Child/Children depart(s) school on time (2:45p.m. unless participating in supervised after school activities).
  - Child/Children arrive(s) at school having enough rest.
  - Child/Children has a routine time and quiet place for doing homework. Finally, it is important for parents to provide the school with current home, work, cellular and emergency phone numbers

- How important are collaborations and partnerships? Participants in education are students, parents, teachers, staff members, and administrators. Collaboration is the reciprocal partnerships between participants who share mutual goals that benefit all students, the school and with each other. Teachers collaboration with colleagues, students, and the parents to plan and sustain a safe environment where students work together collaboratively and productively. The importance of student-teacher, parent-teacher, teacher-teacher, and school administrator support promotes student achievement. The student-teacher collaboration and partnership allows teachers to develop their professional knowledge about their students' needs and abilities. The parent-teacher collaboration and partnership supports the child's well being and helps them to value their learning. In addition, teachers interact with families to communicate their values, skills, and unique knowledge that allow them to feel welcomed into the classroom. Teacher-teacher collaboration and partnership enables teachers to encounter new ideas for grade level team members and encourage differentiated teaching practices. In addition, the partnerships build integrated curriculum to enhance student learning by making meaningful connections using "backward planning" and being mindful of students' equity, diversity, and social and emotional development. Educators work together to help students reach their full potential by inquiring about their learning, resulting in the teachers' deepened understanding about how they learn. Finally, school administrator support establishes the platform that focuses on student learning as well as promote supportive environment, foster reflection and encourage risk-taking experiences. In turn, a focus on professional development for staff at knowledge and skills in areas concerning communication with students and parents, recognizing the needs of students and accessing appropriate support for them builds a partnership between student, teacher, parent and school administrator.

- How are we committed to continuous improvement? Through on-site and in-district Professional Learning Communities (PLCs) and on-going Professional Development; we, as educators, are life-long learners. To be committed, we develop a sense of understanding of theory and research-based "best practice" in order to improve the findings of effective strategies that will enable us to better meet the needs of the individual learners.

What is the school's mission statement?	The mission of ***Richmond Avenue School*** is to promote the development of all students academically, physically and emotionally. We are preparing students to be able to function and compete in the Twenty-First Century. Our diverse environment develops a positive respect for our student body and community. Students will demonstrate respect for others, maintain good citizenship, and strive for ***EXCELLENCE***.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program

Evaluation of 2014-2015 Schoolwide Program

(For schools approved to operate a schoolwide program prior to 2014-2015, or earlier)

1. Did the school implement the program as planned?
   The Literacy Collaborative framework was implemented as planned. New teachers attended initial training twice a month with trained literacy coordinators. To further support new teachers, they received continuous support in their classroom with a trained literacy coordinator as well as monthly principal meetings and monthly grade level meetings to dig deeper into the resources to enhance teaching and address individual student needs within their classroom. Leveled Literacy Instruction (LLI) in grades K-4 was implemented by trained Reading Recovery (RR) and/or Basic Skills Instruction teachers. Reading Recovery and LLI in grades K-4 were implemented as planned to serve the lowest 20-30% of the student population.

2. What were the strengths of the implementation process?
   Teachers met monthly at grade level meetings as well as principal meetings for continuous professional development in the theory of "best practice". The Literacy Collaborative framework was supported with interventions; i.e. Leveled Literacy Instruction (LLI), System 44, Reading Recovery (RR). As a result, student growth was evident in the areas of reading and writing. These indicators were analyzed on a Portfolio Progress Monitoring Class Checklist (PPMCC) for grades K-8.

3. What implementation challenges and barriers did the school encounter?
   A challenge during the implementation process was the limited number of staff members to effectively implement Leveled Literacy Intervention for the primary and intermediate grade levels. The selection process for Reading Recovery was based on a random computerized selection process based on the current date. In addition, due to increased class sizes, our basic skills and intervention

teachers were placed in classrooms to support classroom teachers in guided reading. Yet, we were not able to meet the needs of all grade levels with the limited number of certified staff members. In the 2014-2015 school year, we were limited to LLI groups in K-4th grades. In addition, program implementation challenges arose due to staff attendance. Some barriers of implementation were the limited assistance of a mathematics coach. In turn, it forced teachers to articulate with each other more often around the concerns of the "new" math series. Another barrier was the limited amount of time available for the intermediate literacy coordinator to effectively coach other teachers due to the schedule conflicts (block schedule). Block scheduling forced teachers to reduce time within their workshops to accommodate the schedule that in turn affects students' performance growth.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

The apparent strengths during the program implementation were that a trained intermediate literacy coordinator completed her push-in of 3.0 hours with a new teacher and 1.0 hour with a substitute teacher who implemented the literacy framework under the guidance and mentor-ship of a coach. In the primary grades, a trained primary literacy coordinator pushed into a classroom for 1.0 hour each day to assist a newer 1st grade teacher with guided reading. The primary literacy coach worked with teachers on a daily basis to discuss their lesson, observe the lesson, and then provide feedback based on best practices. In addition, new teachers attended initial training consistently and were supported continuously during the school year. An apparent weakness of program implementation was the block-scheduling model that affected proper implementation of the literacy framework; i.e. time spans were shorter.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

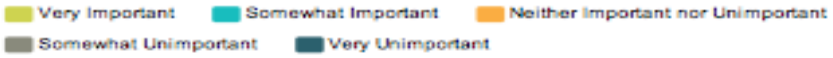
The school obtained the necessary buy-in from all stakeholders in order to implement the program(s) with several parent involvement sessions in the Parent Resource Center (September-May) delivered by a district trained literacy coordinator. In addition, parental involvement sessions were conducted in the Parent Resource Center; i.e. ESL, home-school connection, computer, nutrition, and citizenship classes. Throughout the school year, Richmond Avenue School held several family events during/after school for the whole family to attend; i.e. STEM Science Fair, Parent Science Night in partnership with Parent Resource Center, Back to School Night, holiday show, movie nights, award ceremonies, literature around the world, NJASK pep rally, etc. Finally, teacher-parent conferences were held in November to discuss student progress and continuous contact was made with parents through the guidance department as well as through the I&RS process and teacher quarterly conferences.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

	Very Important	Somewhat Important	Neither Important nor Unimportant	Somewhat Unimportant	Very Unimportant	Total
Curriculum and instruction	**96.30%** 26	**0.00%** 0	**0.00%** 0	**0.00%** 0	**3.70%** 1	27
Preparing my students to be a model citizen(s)	**92.59%** 25	**3.70%** 1	**0.00%** 0	**0.00%** 0	**3.70%** 1	27
My students' safety and security	**96.30%** 26	**0.00%** 0	**0.00%** 0	**0.00%** 0	**3.70%** 1	27
Student discipline	**85.19%** 23	**11.11%** 3	**0.00%** 0	**0.00%** 0	**3.70%** 1	27
Communication with administration	**88.89%** 24	**7.41%** 2	**0.00%** 0	**0.00%** 0	**3.70%** 1	27
Information provided on the district's Web site	**44.44%** 12	**44.44%** 12	**7.41%** 2	**3.70%** 1	**0.00%** 0	27
Opportunities to participate in school governance	**37.04%** 10	**33.33%** 9	**25.93%** 7	**0.00%** 0	**3.70%** 1	27
After-school programs	**44.44%** 12	**48.15%** 13	**3.70%** 1	**0.00%** 0	**3.70%** 1	27

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

AC-Satisfaction Survey - Parent Spring 2014



	Very Important	Somewhat Important	Neither Important nor Unimportant	Somewhat Unimportant	Very Unimportant	Total
Curriculum and instruction	100.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	7
Preparing my (child(ren) to be a model citizen(s)	100.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	7
My child(ren)'s safety and security	100.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	7
Student discipline	100.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	7
Communication with administration	100.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	7
Access to teachers	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
Quality of teaching	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
Information provided on the district's Web site	71.43% 5	14.29% 1	14.29% 1	0.00% 0	0.00% 0	7
Opportunities to participate in school activities	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7
After-school programs	57.14% 4	28.57% 2	14.29% 1	0.00% 0	0.00% 0	7
Academic achievement (e.g., test scores, report card grades) of my child(ren)	100.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	7
Social-emotional support (e.g. character education programs, guidance services) provided to my child(ren)	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
Technology used in the classroom	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
Responsiveness of the administration	85.71% 6	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
Information contained in the student and parent handbook	71.43% 5	28.57% 2	0.00% 0	0.00% 0	0.00% 0	7

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)

Program/Intervention	Method of Delivery	Grade Level(s)
Literacy Collaborative Framework	Small/Whole Group Sessions	K-8th
Reading Recovery	One-on-One	1st
Leveled Literacy Intervention	Small Group Sessions	K- 4th
System 44	Small Group Sessions	3rd - 5th
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8th
Achieve 3000	Whole Group Sessions	6th-8th
Title 1 & Title III After School Academy	Whole Group Sessions	PreK - 8th
Supplemental Educational Services (SES)	Small Group Sessions	2nd - 3rd

9. How did the school structure the interventions?

Program/Intervention	Method of Delivery	Grade Level(s)	Structure of Intervention
Literacy Collaborative Framework	Small/Whole Group Session	K-8	In-class
Reading Recovery	One-on-One	1st	Pull-Out/ Results based on reading assessment; i.e. benchmark
Leveled Literacy Intervention	Small Group Sessions	K-4th	Pull-Out/Results based on reading assessment; i.e. benchmark
System 44	Small Group Session	3rd- 5th	Pull-Out/Results based on SRI and Schlagal & Slosson
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8th	WIDA/Inclusion
Achieve 3000	Whole Group Sessions	6th-8th	In-Class
Title 1 & Title III After School Academy	Whole Group Sessions	PreK - 8th	After School - 3x per week
Supplemental Educational Services (SES)	Small Group Sessions	2nd - 3rd	After School/Results based on reading assessment; i.e. benchmark

10. How frequently did students receive instructional interventions?

Intervention	Method of Delivery	Grade Levels	Frequency of Instruction
Reading Recovery	One-on-One	1st	Daily
Leveled Literacy Intervention	Small Group Sessions	K-4th	Daily
System 44	Small Group Sessions	3rd	Daily
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	Daily
Achieve 3000	Whole Group Sessions	6th-8th	Daily
Title 1 & Title III After School Academy	Whole Group Sessions	PreK - 8th	After School - 3x per week
Supplemental Educational Services (SES)	Small Group Sessions	2nd - 3rd	After School- 3x per week

11. What technologies did the school use to support the program?

Program/Intervention	Method of Delivery	Grade Level(s)	Frequency of Instruction	Technology
Literacy Collaborative Framework	Small/Whole Group Sessions	K-8th	Daily	Mimio View/Mimio Smartboard/Computer/ Ladybug/Google Docs
Reading Recovery	One-on-One	1st	Daily	N/A
Leveled Literacy Intervention	Small Group Sessions	K-4th	Daily	N/A
System 44	Small Group Sessions	3rd - 5th	Daily	Computer
Read 180	Small Group Sessions	5th-6th	Daily	Computer/Mimio Smartboard
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8th	Daily	Mimio View/Computer
Achieve 3000	Whole Group Sessions	6th-8th	Daily	Computer
Title 1 & Title III After School Academy	Whole Group Sessions	PreK - 8th	3x per week	Mimio View/ Mimio Smartboard/Computer/ Ladybug
Supplemental Educational Services (SES)	Small Group Sessions	2nd- 3rd	3x per week	N/A

12. Did the technology contribute to the success of the program, and if so, how?

Program/Intervention	Method of Delivery	Grade Level(s)	Frequency of Instruction	Technology	Success of Program
Literacy Collaborative Framework	Small/Whole Group Sessions	K-8	Daily	Mimio View/Mimio Smartboard/Computer/ Ladybug/Google Docs	No-not required;Used to enhance instruction
Reading Recovery	One-on-One	1st	Daily	N/A	N/A
Leveled Literacy Intervention	Small Group Sessions	K-4th	Daily	N/A	N/A
System 44	Small Group Session	3rd - 5th	Daily	Computer	Yes-student achievement reports/progress monitoring
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	Daily	Mimio View/Computer	No-not required Used to enhance instruction
Achieve 3000	Whole Group Sessions	6th-8th	Daily	Computer	Yes- student achievement reports/progress monitoring
Title 1 & Title III After School Academy	Whole Group Sessions	PreK- 8th	After School- 3x per week	Mimio View/ Mimio Smartboard/ Computer/ Ladybug	No - not required Used to enhance instruction
Supplemental Educational Services (SES)	Small Group Sessions	2nd - 3rd	After School- 3x per week	N/A	N/A

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2012-2013	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	14	27	29	Literacy Collaborative, Basic Skills Instruction, Level Literacy Instruction, System 44, Rigby Language Development, Special Education Services, ESL/Title III services, Extended School day, Summer School	Flexible grouping, differentiation of instruction and BSI helped the learners achieve success. The students that didn't pass are working below grade level, language acquisition, parents aren't always able to assist their children in the learning process; however, portfolio assessments show growth over time in both reading and writing. Intermediate grade levels had limited months of intervention instruction (January-June) for System 44 (4th grade) and Read 180 (6th grade). Intermediate grade levels were able to service LLI Red after school for 2-groups (5th/6th grades).
Grade 5	12	24	41	Literacy Collaborative, Basic Skills Instruction, Level Literacy Instruction, System 44, Rigby Language Development, Special Education services, ESL/Title III services, Extended School day, Summer School	Flexible grouping, differentiation of instruction and BSI helped the learners achieve success. The students that didn't pass are working below grade level, language acquisition, parents aren't always able to assist their children in the learning process; however, portfolio assessments show growth over time in both reading and writing. Intermediate grade levels had limited months of intervention instruction (January-June) for System 44 (4th grade) and Read 180 (6th grade). Intermediate grade levels were able to service LLI Red after school for 2-groups (5th/6th grades).
Grade 6	10	15	28	Literacy Collaborative, Basic Skills Instruction, Level Literacy Instruction, Rigby Language Development, Special Education services, ESL/Title III services, Extended School day, Summer School	Flexible grouping, differentiation of instruction and BSI helped the learners achieve success. The students that didn't pass are working below grade level, language acquisition, parents aren't always able to assist their children in the learning process; however, portfolio assessments show growth over time in both reading and writing. Intermediate grade levels had limited months of intervention instruction (January-June) for System 44 (4th grade) and Read 180 (6th grade). Intermediate grade levels were able to service LLI Red after school for 2-groups (5th/6th grades).
Grade 7	N/A	13	27	Literacy Collaborative, Basic Skills Instruction, Rigby Language Development, Special Education services, ESL/Title III services, Extended School day, Summer School	Flexible grouping, differentiation of instruction and BSI helped the learners achieve success. The students that didn't pass are working below grade level, language acquisition, parents aren't always able to assist their children in the learning process; however, portfolio assessments show growth over time in both reading and writing.
Grade 8	N/A	12	8	Literacy Collaborative, Basic Skills Instruction, Rigby Language Development, Special Education services, ESL/Title III services, Extended School day, Summer School	Flexible grouping, differentiation of instruction and BSI helped the learners achieve success. The students that didn't pass are working below grade level, language acquisition, parents aren't always able to assist their children in the learning process; however, portfolio assessments show growth over time in both reading and writing.

Mathematics	2012-2013	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	8	17	20	5-E Mathematical program, Special Education services, Extended school day, and Summer School	Flexible grouping, differentiation of instruction and BSI helped the learners achieve success. The students that didn't pass are working below grade level, language acquisition; however, ELA and Math benchmark assessments show growth over time
Grade 5	6	21	25	5-E Mathematical program, Special Education services, Extended school day, and Summer School	Flexible grouping, differentiation of instruction and BSI helped the learners achieve success. The students that didn't pass are working below grade level, language acquisition; however, ELA and Math benchmark assessments show growth over time
Grade 6	4	3	14	5-E Mathematical program, Special Education services, Extended school day, and Summer School	Flexible grouping, differentiation of instruction and BSI helped the learners achieve success. The students that didn't pass are working below grade level, language acquisition; parents aren't always able to assist their children in the learning process; however, ELA and Math benchmark assessments show growth over time
Grade 7	N/A	7	23	5-E Mathematical program, Special Education services, Extended school day, and Summer School	Flexible grouping, differentiation of instruction and BSI helped the learners achieve success. The students that didn't pass are working below grade level, language acquisition; parents aren't always able to assist their children in the learning process; however, ELA and Math benchmark assessments show growth over time
Grade 8	N/A	9	16	5-E Mathematical program, Special Education services, Extended school day, and Summer School	Flexible grouping, differentiation of instruction and BSI helped the learners achieve success. The students that didn't pass are working below grade level, language acquisition; parents aren't always able to assist their children in the learning process; however, ELA and Math benchmark assessments show growth over time

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2012-2013	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency.
Pre-Kindergarten	N/A	N/A	N/A		
Kindergarten	49	27	29	Literacy Collaborative, Reading Recovery, Level Literacy Instruction, Rigby Language Development, Special Education services, ESL/Title III services, Extended School day, Summer School	Flexible grouping, differentiation of instruction and ESL support helped the learners achieve success. Students who perform below grade level have were retained, received LLI or RR, or struggle with language acquisition (ESL/POE), parents aren't always able to assist their children in the learning process; however, portfolio assessments show growth over time in both reading and writing.
Grade 1	45	58	49	Literacy Collaborative, Reading Recovery, Level Literacy Instruction, Rigby Language Development, Special Education services, ESL/Title III services, Extended School day, Summer School	Flexible grouping, differentiation of instruction and ESL support helped the learners achieve success. Students who perform below grade level have were retained, received LLI or RR, or struggle with language acquisition (ESL/POE), parents aren't always able to assist their children in the learning process; however, portfolio assessments show growth over time in both reading and writing.
Grade 2	48	45	47	Literacy Collaborative, Reading Recovery, Level Literacy Instruction, Rigby Language Development, Special Education services, ESL/Title III services, Extended School day, Summer School	Flexible grouping, differentiation of instruction and ESL support helped the learners achieve success. Students who perform below grade level have were retained, received LLI or RR, or struggle with language acquisition (ESL/POE), parents aren't always able to assist their children in the learning process; however, portfolio assessments show growth over time in both reading and writing.

Mathematics	2012-2013	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided ***did*** or ***did not*** result in proficiency.
Pre-Kindergarten					
Kindergarten	N/A	36	N/A	Small group instruction, ESL/Title III services, Extended School Day, Summer School	Flexible grouping, differentiation of instruction and ESL support helped the learners achieve success. Students who perform below grade level have were retained, or struggle with language acquisition (ESL/POE), or simple numerical operations
Grade 1	N/A	28	N/A	Small group instruction, ESL/Title III services, Extended School Day, Summer School	Flexible grouping, differentiation of instruction and ESL support helped the learners achieve success. Students who perform below grade level have were retained, or struggle with language acquisition (ESL/POE), or simple numerical operations
Grade 2	N/A	8	N/A	Small group instruction, ESL/Title III services, Extended School Day, Summer School	Flexible grouping, differentiation of instruction and ESL support helped the learners achieve success. Students who perform below grade level have were retained, or struggle with language acquisition (ESL/POE), or simple numerical operations

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2014-2015**

<table>
<tr><th>1
Interventions</th><th>2
Content/Group Focus</th><th>3
Effective Yes-No</th><th>4
Documentation of Effectiveness</th><th>5
Measurable Outcomes (outcomes must be quantifiable)</th></tr>
<tr><td>Literacy Collaborative Framework</td><td>LAL (3-6)</td><td>YES</td><td>SRI: Assessment is computerized and is given 3 times</td><td>The data indicates growth over time in Language Arts/ELA for students in grades 3-6.
SRI Results for the 2014-2015 school year: Proficiency Growth Report as of June 1, 2015
<table>
<tr><td>Pre</td><td></td><td>Post</td><td></td><td></td></tr>
<tr><td>Grade 3</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Performance Standard</td><td>Students</td><td>Percentage of Students</td><td>Students</td><td>Percentage of Students</td></tr>
<tr><td>Advanced</td><td>2</td><td>3%</td><td>8</td><td>13%</td></tr>
<tr><td>Proficient</td><td>20</td><td>33%</td><td>29</td><td>48%</td></tr>
<tr><td>Basic</td><td>16</td><td>27%</td><td>14</td><td>23%</td></tr>
<tr><td>Below Basic</td><td>22</td><td>37%</td><td>9</td><td>15%</td></tr>
</table>
<table>
<tr><td>Pre</td><td></td><td>Post</td><td></td><td></td></tr>
<tr><td>Grade 4</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Performance Standard</td><td>Students</td><td>Percentage of Students</td><td>Students</td><td>Percentage of Students</td></tr>
<tr><td>Advanced</td><td>1</td><td>2%</td><td>4</td><td>7%</td></tr>
<tr><td>Proficient</td><td>4</td><td>7%</td><td>13</td><td>24%</td></tr>
<tr><td>Basic</td><td>8</td><td>15%</td><td>20</td><td>37%</td></tr>
<tr><td>Below Basic</td><td>411</td><td>76%</td><td>17</td><td>31%</td></tr>
</table></td></tr>
</table>

				Pre		Post		
				Grade 5				
				Performance Standard	Students	Percentage of Students	Students	Percentage of Students
				Advanced	7	10%	12	17%
				Proficient	12	17%	14	20%
				Basic	18	26%	26	38%
				Below Basic	32	46%	17	25%
				Pre		Post		
				Grade 6				
				Performance Standard	Students	Percentage of Students	Students	Percentage of Students
				Advanced	8	13%	12	20%
				Proficient	9	15%	17	28%
				Basic	22	37%	18	30%
				Below Basic	21	35%	13	22%
				Pre		Post		
				Grade 7				
				Performance Standard	Students	Percentage of Students	Students	Percentage of Students
				Advanced	9	16%	16	29%
				Proficient	11	20%	10	18%
				Basic	16	29%	15	27%
				Below Basic	19	35%	14	25%

Pre		Post		
Grade 8				
Performance Standard	Students	Percentage of Students	Students	Percentage of Students
Advanced	13	25%	21	40%
Proficient	11	21%	7	13%
Basic	20	38%	17	32%
Below Basic	9	17%	8	15%

5-E Mathematical Program: Engagement Exploration Explanation Elaboration Evaluation	Mathematics (K-8)	YES	Quarterly Mathematic Benchmark Semester Math Fact Fluency Assessment Assessments: Grades K-8 Benchmark 1: Number Sense and Operations Benchmark 2: Data Analysis, Probability and Discreet Math Benchmark 3: Geometry and Measurement Benchmark 4: Patterns and Algebra PARCC 3rd-8th	**Math benchmark results for the 2014-2015 school year**

	Grade 3		Grade 4		Grade 5	
	Pre	**Post**	**Pre**	**Post**	**Pre**	**Post**
Strand 1	27.275%	43.775%	36.85%	31.175%	29.9%	40.725%
Strand 2	24.7%	41%	19.125%	25.85%	22.15%	36.225%
Strand 3	35.85%	42.65%	25.7%	36.975%	21.75%	34.125%
	Grade 6		Grade 7		Grade 8	
	Pre	**Post**	**Pre**	**Post**	**Pre**	Post
Strand 1	44.23%	51.36%	54.9%	50.5%	42.3%	54.4%
Strand 2	27.93%	43.73%	40.4%	48.3%	38.3%	50.7%
Strand 3	48.5%	50.63%	37%	48.16%	42.6%	48.6%

The mathematics data collected from various assessments tools provided the instructional community the information needed to determine the progress or lack of progress in each student. Analyzing the data was the driving force in meeting the needs of our students.

<table>
<tr>
<td>In-Class Support
Learning Resource Class</td>
<td>Students with Disabilities
LAL
Mathematics</td>
<td>YES</td>
<td>Benchmark assessments in both LAL and Mathematics

NJASK3-8
PARCC 3-8</td>
<td>The data derived from the benchmark assessments in both Language Arts Literacy and Mathematics suggests that the students receiving in-class support are making progress over time. The data also suggests that students in need of a pull out setting are making progress overtime as well.

<table>
<tr><th>NJASK Mathematics</th><th></th><th></th><th></th></tr>
<tr><th>Special Education Population</th><th>Partially Proficient</th><th>Proficient</th><th>Advanced Proficient</th></tr>
<tr><td>Third Grade</td><td>67%</td><td>33%</td><td>0%</td></tr>
<tr><td>Fourth Grade</td><td>67%</td><td>33%</td><td>0%</td></tr>
<tr><td>Fifth Grade</td><td>67%</td><td>33%</td><td>0%</td></tr>
<tr><td>Sixth Grade</td><td>56%</td><td>44%</td><td>0%</td></tr>
<tr><td>Seventh Grade</td><td>80%</td><td>20%</td><td>0%</td></tr>
<tr><td>Eighth Grade</td><td>80%</td><td>20%</td><td>0%</td></tr>
</table>

<table>
<tr><th>NJASK Language Arts</th><th></th><th></th><th></th></tr>
<tr><th>Special Education Population</th><th>Partially Proficient</th><th>Proficient</th><th>Advanced Proficient</th></tr>
<tr><td>Third Grade</td><td>100%</td><td>0%</td><td>0%</td></tr>
<tr><td>Fourth Grade</td><td>100%</td><td>0%</td><td>0%</td></tr>
<tr><td>Fifth Grade</td><td>100%</td><td>0%</td><td>0%</td></tr>
<tr><td>Sixth Grade</td><td>88%</td><td>11%</td><td>0%</td></tr>
<tr><td>Seventh Grade</td><td>80%</td><td>20%</td><td>0%</td></tr>
<tr><td>Eighth Grade</td><td>60%</td><td>40%</td><td>0%</td></tr>
</table>
</td>
</tr>
<tr>
<td></td>
<td>Homeless/ Migrant</td>
<td></td>
<td></td>
<td></td>
</tr>
</table>

Rigby: Language Development Literacy Collaborative Framework Reader's Theatre	ELL	YES	WIDA ACCESS 2014 NJASK 2014 PARCC 3-8	

NJASK Language Arts Literacy			
ESL Population	Partially Proficient	Proficient	Advanced Proficient
Third Grade	22.5%	77.5%	0%
Fourth Grade	67%	33%	0%
Fifth Grade	75%	25%	0%
Sixth Grade	75%	25%	0%
Seventh Grade	100%	0%	0%
Eighth Grade	50%	50%	25%
NJASK Mathematics			
ESL Population	Partially Proficient	Proficient	Advanced Proficient
Third Grade	18%	82%	0%
Fourth Grade	71%	29%	0%
Fifth Grade	80%	20%	0%
Sixth Grade	25%	50%	25%
Seventh Grade	50%	50%	0%
Eight Grade	60%	40%	0%

	WIDA ACCESS 2014 Listening, Speaking, Reading, Writing, Oral Language, Literacy and Comprehension Exited the ESL program based on the ACCESS
Numbers of ESL Students Assessed/Number of Students Exited	
Kindergarten	59 students assessed/5 students exited=8%
First Grade	39 students assessed/2 students exited=5%
Second Grade	31 students assessed/5 students exited=16%
Third Grade	22 students assessed/14 students exited=63%
Fourth Grade	11 students assessed/6 students exited=55%
Fifth Grade	6 students assessed/3 students exited=50%
Sixth Grade	5 students assessed/2 student exited=40%
Seventh Grade	2 students assessed/0 student exited=0%
Total Number of Students	175 students assessed/37 students exited=21%

Extended Day/Year Interventions Implemented in 2014-2015 to Address Academic Deficiencies

<table>
<tr><th>Interventions</th><th>2
Content/Group Focus</th><th>3
Effective
Yes-No</th><th>4
Documentation of Effectiveness</th><th>5
Measurable Outcomes
(outcomes must be quantifiable)</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Academic Academy/
Title I</td><td>Mathematics (K-8)</td><td>YES</td><td>Student Participation
Attendance</td><td>Grades K-2nd- Students that attended the after school program for mathematics increased their fact fluency assessment score.
Grades 3rd-8th Students that attended the after school program for mathematics increased their fact fluency assessment score with an average of 8.
<table>
<tr><th></th><th>Third Grade</th><th>Fourth Grade</th><th>Fifth Grade</th><th>Sixth Grade</th><th>Seventh Grade</th><th>Eighth Grade</th></tr>
<tr><td>Fluency Test 1</td><td>2.9%</td><td>35.25%</td><td>30.0%</td><td>15.06%</td><td>18.9%</td><td>35.3%</td></tr>
<tr><td>Fluency Test 2</td><td>8.45%</td><td>44.65%</td><td>33.95%</td><td>35.86%</td><td>33.7%</td><td>50.7%</td></tr>
<tr><td>Fluency Test 3</td><td>32.57%</td><td>51.6%</td><td>47.5%</td><td>39.13%</td><td>45.1%</td><td>52.0%</td></tr>
<tr><td>Fluency Test 4</td><td>40.37%</td><td>53.72%</td><td>48.97%</td><td>51.23%</td><td>49.3%</td><td>64.0%</td></tr>
</table></td></tr>
<tr><td>Academic Academy/
Title I</td><td>ELA (K-8)</td><td>YES</td><td>Student Participation
Attendance</td><td>Students that attended the after school program on average of 3 days a week improved their fluency, vocabulary, language acquisition, and comprehension. As a result, there was a noticeable increase in Scholastic Reading Inventory of 30+ points as well as an increase in reading ability.
NJASK/PARCC
Reading Assessment
Scholastic Reading Inventory</td></tr>
</table>

SRI Demographic Proficiency Report

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Economically Disadvantaged	320	21% 31% 27% 21%
Gifted and Talented	0	N/A
Limited English Proficiency	40	33% 35% 33%
Migrant	0	N/A
Students with Disabilities	52	58% 33% 4% 6%
Female	171	15% 33% 29% 23%
Male	187	25% 30% 25% 20%
American Indian/Alaskan Native	0	N/A
Asian	102	6% 28% 26% 39%
Black/African American	45	36% 27% 24% 13%
Hispanic	174	27% 37% 29% 7%
Pacific Islander	16	19% 19% 19% 44%
White/Caucasian	16	25% 25% 50%
Two or More Races	8	13% 25% 38% 25%

-Proficient

Grade 3 (61 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Economically Disadvantaged	54	15% 26% 50% 9%
Gifted and Talented	0	N/A
Limited English Proficiency	21	14% 38% 48%
Migrant	0	N/A
Students with Disabilities	7	71% 14% 14%
Female	33	9% 27% 52% 12%
Male	27	22% 19% 44% 15%
American Indian/Alaskan Native	0	N/A
Asian	20	25% 50% 25%
Black/African American	6	17% 67% 17%
Hispanic	30	27% 27% 43% 3%
Pacific Islander	1	100%
White/Caucasian	3	33% 33% 33%
Two or More Races	0	N/A

Grade 4 (72 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Economically Disadvantaged	60	25% 33% 30% 12%
Gifted and Talented	0	N/A
Limited English Proficiency	5	40% 40% 20%
Migrant	0	N/A
Students with Disabilities	10	60% 40%
Female	25	20% 28% 44% 8%
Male	42	24% 40% 24% 12%
American Indian/Alaskan Native	0	N/A
Asian	18	6% 50% 17% 28%
Black/African American	6	33% 33% 33%
Hispanic	34	29% 32% 38%
Pacific Islander	7	29% 14% 29% 29%
White/Caucasian	2	50% 50%
Two or More Races	2	50% 50%

Grade 5 (70 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Economically Disadvantaged	61	23% 36% 23% 18%
Gifted and Talented	0	N/A
Limited English Proficiency	6	67% 33%
Migrant	0	N/A
Students with Disabilities	11	73% 27%
Female	33	21% 36% 24% 18%
Male	34	26% 38% 18% 18%
American Indian/Alaskan Native	0	N/A
Asian	19	5% 21% 21% 53%
Black/African American	12	42% 25% 33%
Hispanic	31	32% 48% 19%
Pacific Islander	2	100%
White/Caucasian	2	100%
Two or More Races	1	100%

Grade 6 (61 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Economically Disadvantaged	50	26% 24% 28% 22%
Gifted and Talented	0	N/A
Limited English Proficiency	3	67% 33%
Migrant	0	N/A
Students with Disabilities	8	50% 38% 13%
Female	30	13% 40% 20% 27%
Male	29	31% 17% 38% 14%
American Indian/Alaskan Native	0	N/A
Asian	18	17% 17% 28% 39%
Black/African American	6	33% 33% 33%
Hispanic	29	24% 34% 34% 7%
Pacific Islander	2	50% 50%
White/Caucasian	2	50% 50%
Two or More Races	3	33% 67%

Grade 7 (59 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Economically Disadvantaged	49	22% 31% 16% 31%
Gifted and Talented	0	N/A
Limited English Proficiency	3	33% 33% 33%
Migrant	0	N/A
Students with Disabilities	12	42% 42% 17%
Female	23	13% 26% 22% 39%
Male	29	28% 38% 10% 24%
American Indian/Alaskan Native	0	N/A
Asian	16	6% 44% 13% 38%
Black/African American	8	50% 25% 13% 13%
Hispanic	20	30% 35% 25% 10%
Pacific Islander	3	100%
White/Caucasian	3	33% 67%
Two or More Races	2	100%

<table>
<tr><td></td><td></td><td></td><td></td><td>Grade 8 (55 total students)
<table>
<tr><th>DEMOGRAPHIC</th><th>STUDENTS</th><th>PERFORMANCE STANDARD</th></tr>
<tr><td>Economically Disadvantaged</td><td>46</td><td>13% 35% 11% 41%</td></tr>
<tr><td>Gifted and Talented</td><td>0</td><td>N/A</td></tr>
<tr><td>Limited English Proficiency</td><td>2</td><td>50% 50%</td></tr>
<tr><td>Migrant</td><td>0</td><td>N/A</td></tr>
<tr><td>Students with Disabilities</td><td>4</td><td>50% 25% 25%</td></tr>
<tr><td>Female</td><td>27</td><td>11% 41% 11% 37%</td></tr>
<tr><td>Male</td><td>26</td><td>19% 23% 15% 42%</td></tr>
<tr><td>American Indian/Alaskan Native</td><td>0</td><td>N/A</td></tr>
<tr><td>Asian</td><td>11</td><td>9% 27% 64%</td></tr>
<tr><td>Black/African American</td><td>7</td><td>29% 43% 29%</td></tr>
<tr><td>Hispanic</td><td>30</td><td>20% 43% 10% 27%</td></tr>
<tr><td>Pacific Islander</td><td>1</td><td>100%</td></tr>
<tr><td>White/Caucasian</td><td>4</td><td>25% 75%</td></tr>
<tr><td>Two or More Races</td><td>0</td><td>N/A</td></tr>
</table></td></tr>
<tr><td>Academic Academy/
Title I</td><td>Students with Disabilities
ELA/Mathematics
(K-8)</td><td>YES</td><td>Student Participation
Attendance</td><td>Students that attended the after school program on average of 3 days a week improved their fluency, vocabulary, language acquisition, and comprehension. As a result, there was an increase of approximately one (1) guided reading level.
Grades K-2nd- Students that attended the after school program for mathematics increased their fact fluency assessment score with an average of 3.
Grades 3rd-8th Students that attended the after school program for mathematics increased their fact fluency assessment score with an average of 5.
PARCC 2014-2015</td></tr>
<tr><td>N/A</td><td>Homeless/Migrant</td><td>N/A</td><td></td><td>N/A</td></tr>
<tr><td>Reader’s Theater/
Phonics/Word Study
Mathematics /ELA
Title III/ESL</td><td>ELL:ELA (3-6)
Mathematics-Grades 3-6</td><td>YES
YES</td><td>Student Participation
Attendance</td><td>Students that attended the after school program on average of 3 days a week improved their fluency, comprehension. As a result, there was an increase of two (2) guided reading levels.
PARCC</td></tr>
<tr><td>Leveled Literacy Instruction (LLI)</td><td>ELA-Grade 4</td><td>YES</td><td>Student Participation
Attendance</td><td>Students that received Leveled Literacy Instruction (LLI) entered the intervention on a guided reading level J. After attending the after school program and receiving 3-days of LLI students’ guided reading levels increased on average of 3-guided reading levels: Level M
PARCC</td></tr>
</table>

Evaluation of 2014-2015 Interventions and Strategies

Professional Development **Implemented in 2014-2015**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Grade Level Meetings	ELA Grades K-8	YES	ELA Coaching Sessions Administrative evaluations: Formal and Informal	Participation and implementation of instructional materials and strategies that addressed academic deficiencies in order to increase student achievement.
School-Wide Enhancement Committees	All Areas	YES	Participation	A school-wide culture was created that embodied the theme of "Failure is NOT an Option." Our goal for the school year was emphasized daily: F.I.E.S.T.A (Focusing on Important Educational Standards That All students can meet)
District-Wide In-Services	ELA/Principal Meetings Mathematics/ Principal Meetings	YES	Implementation of the literacy collaborative framework Fact Fluency Data Analysis Mathematics Benchmark Assessments	Through a book study, Genre Study, ELA coaching sessions, ELA/Mathematics principal's meetings, teachers and staff were encouraged to utilize the framework (ELA), fact fluency data analysis documents and ideas presented in workshops in specific educational venues to better meet the needs of the learners while increasing academic achievement.
Literacy Collaborative/ Coaching	Literacy	YES	Implementation and Coaching Sessions	Teachers received regularly scheduled coaching sessions both one-on-one and/or cluster coaching sessions from the Literacy Coordinators. The sessions were based on the needs of the teachers. Intermediate Literacy Coordinator completed year three of a 3-year training cycle 2014-2015.
Mathematics/Coaching	Mathematics	YES	Fact Fluency Data Analysis Mathematics Benchmark Assessments	Teachers were assisted in analyzing data in mathematics and to assist in problem solving to better understand the needs of students in specific grade levels through the fact fluency and benchmark data analysis sheets.
Differentiated Instruction Backward Planning Curriculum Mapping Role Definition	ELA/Mathematics	YES	Diagnose, Collaborate and Prescribe Readers Notebooks/Response Journals Units of Study Word Study Notebooks	Informal and Formal "Walk-Through(s) and "Evaluations" Readers Notebooks/Response Journals-Students were required to write at two (2) response to reading entries in the notebook each month. In addition, a suggested two (2) alternate responses were provided for students to extend their thinking around reading. The use of graphic organizers and response through venn diagrams were utilized to assist the organization of reading responses in notebook. In addition, students were

				required to type their responses on “Google Docs” Units of Study-In writing workshop, students were engaged in writing a piece that was focused around a specific unit/genre. Word Study Notebooks-Students were required to be assessed on the minimum of seven (7) word study principles per marking period.
Differentiated Instruction Backward Planning Curriculum Mapping Role Definition	Students with Disabilities	YES	Participation and Implementation Readers Notebooks/ Response Journals Units of Study Word Study Notebooks	Informal and Formal “Walk-Through(s) and “Evaluations” Readers Notebooks/Response Journals-Students were require to write at least two (2) response to reading entries in the notebook each month. In addition, a suggested two (2) alternate responses were provided for students to extend their thinking around reading. The use of graphic organizers and response through venn diagrams were utilized to assist the organization of reading responses in notebook. In addition, students were required to type their responses on “Google Docs” Units of Study-In writing workshop, students were engaged in writing a piece that was focused around a specific unit/genre. Word Study Notebooks-Students were required to be assessed on the minimum of seven (7) word study principles per marking period.
N/A	Homeless/Migrant	N/A	N/A	N/A
How to use assessment data to strengthen student achievement Differentiated Instruction Backward Planning Curriculum Mapping Role Definition	ELA/Title III-ELL	YES	Participation and Implementation Readers Notebooks/ Response Journals Unit of Study Word Study Notebooks	Informal and Formal “Walk-Through(s) and “Evaluations” Readers Notebooks/Response Journals-Students were required to write at least two (2) response to reading entries in the notebook each month. In addition, a suggested two (2) alternate responses were provided for students to extend their thinking around reading. The use of graphic organizers and response through venn diagrams were utilized to assist the organization of reading responses in notebook. In addition, students were required to type their responses on “Google Docs” Units of Study-In writing workshop, students were engaged in writing a piece that was focused around a specific unit/genre. Word Study Notebooks-Students were required to be assessed on the minimum of seven (7) word study principles per marking period.

Family and Community Engagement **Implemented in 2014-2015**

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Back to School Night	Parent Involvement	YES	Sign-In sheet	The Richmond Avenue School 2014-2015 Open House "Back to School Night" had 55% parental participation.
Programs to Assist Students Academically	Parent Workshops ELA Mathematics Test taking Strategies	YES	Sign-In sheet and participation	Workshops were offered at the district level and several parents took advantage of the classes/workshops.
Language Assistance for Parents	ELL	YES	Sign-In Sheets and participation	ESL classes were offered by the parent resource center at various locations/schools throughout the district. Several parents and community members took advantage of this program.
Workshops	Parent Resources Center	YES	Sign-In sheet and participation	Workshops (various topics) were offered at the district level and many parents took advantage of the classes/workshops.
Parent-Teacher Conferences	Academic Concerns & Behavior Concerns	YES	Sign-In sheet	Parents are very important to their child's success in school. A conference gives the parent and the teacher a chance to talk about the child's progress and work together to help the child be successful. Parent Teacher Conferences netted 100% parental turnout.
Communications	E-Chalk, Connect-Ed, School News Letter PTC School Flyers PAC Channel 2 District Website School Website	YES YES YES YES YES YES YES YES YES	Sign-In sheet	Parents were kept informed of school events, functions and concerns via the tools identified under the content area focused. The PAC at Richmond Avenue School held monthly meetings for the 2014-2015 school year.

Awards assemblies	Parental Involvement	YES	Participation	Parents are invited to attend quarterly awards assemblies honoring students that exhibit outstanding citizenship as well as students receiving honors for academic achievement.
Bridging the gap between home and school	Students with Disabilities	YES	Participation and sign-in sheet	Annual Harvest Parade Annual Thanksgiving Feast Special Olympics Parent Inclusion Workshop: Black History and Halloween Can Do (MCI)
N/A	Homeless/Migrant	N/A	N/A	N/A

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____ _____ _____

Principal's Name **Principal's Signature** **Date**

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . "

2015-2016 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2014-2015 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJASK 2014 PARCC 2015 ePASK Scholastic Reading Inventory (SRI) Reading Performance Benchmark Slosson Schlagal Letter ID Print Concept High Frequency Word-Reading and Writing Writing Goal Sounds Goal Phonics Assessments Word Features	Richmond Avenue School - Kindergarten 2014 - 2015

venue School		Goal: 80	Letter ID Goal: 54					Print Concepts Goal: 8				High Frequency Word Reading Goal: 25				Phonemic Awareness Goal: xx					Writing Goal: xx						Sounds Goal: 42				Benchmark Assessment Instructional Reading Level						
																															December				Mid-Year Guided Reading		
rgarten		Sept	Sept	Nov	Jan	Jun		Oct	Dec	Feb		Nov	Jan	Jun		Oct	Feb	Apr	Jun		Oct	Dec	Feb	Apr	Jun		Nov	Jan	Jun								
Total Number of Students		Brigance	Letter ID/54	Letter ID/54	Letter ID/54	Letter ID/54	Growth	PC/8	PC/8	PC/8	Growth	HFW/25	HFW/25	HFW/25	Growth	PhAware/15 (15)	PhAware(15)	PhAware/10	PhAware/8	Growth / 15	Writing	Writing	Writing	Writing	Writing	Growth	Sounds/42 (21)	Sounds/42 (21)	Sounds/42 (21)	Growth	Average	% at "Hard" Level A (HA, <A)	% At Level A	% At or Above Level B	Average	% At or Above Level C	Growth
28	Average	70.2	26.8	39.7	48.5		21.8	5.3	7.2		2.0	9.8	18.8		8.9	9.6	15.2			5.7	P	E	E			-	14.5	18.1		3.6	B	-	-	-	C	-	1
	% of Goal	46%	11%	23%	54%		43%	32%	48%		16%	4%	29%		25%	12%	64%			52%	4%	48%	84%			80%	15%	33%		18%	-	32%	20%	48%	-	60%	12%
27	Average	71.5	30.3	41.8	48.0		17.8	5.4	7.3		1.9	8.7	15.1		6.4	7.7	16.8			9.1	P	P	E			-	16.5	18.6		2.1	B	-	-	-	C		1
	% of Goal	62%	4%	15%	48%		44%	46%	84%		38%	0%	0%		0%	0%	80%			80%	0%	20%	88%			88%	38%	56%		18%	-	23%	4%	73%	-	65%	-8%
27	Average	70.6	27.6	37.7	46.8		19.2	4.7	7.3		2.6	8.1	13.4		5.3	10.0	16.2			6.2	P	E	B			-	11.2	15.7		4.4	B	-	-	-	C		1
	% of Goal	52%	22%	56%	73%		51%	15%	67%		52%	7%	38%		31%	15%	72%			57%	30%	59%	88%			58%	19%	50%		31%	-	33%	4%	63%	-	62%	-1%
82	Average	70.7	28.2	39.7	47.8		19.6	5.1	7.3		2.1	8.9	15.7		6.8	9.1	16.1			7.0	P	E	E			-	14.1	17.4		3.4	B	-	-	-	C		1
	% of Goal	53%	12%	32%	59%		46%	31%	66%		35%	4%	23%		19%	9%	72%			63%	11%	43%	87%			75%	24%	47%		23%	-	29%	9%	62%	-	62%	1%

Richmond Avenue School - First Grade 2014 - 2015

Avenue School		High Frequency Word Reading Goal: 100				High Frequency Word Writing Goal: 100			Phonics Goal: xx						Writing Goal: xx						Benchmark Assessment Instructional Reading Level						
Grade		Sep	Jan	Jun		Mar	Jun		Oct	Dec	Feb	Mar	Jun		Sep	Nov	Jan	Apr	Jun		Beginning of Year		Mid-Year		End of Year - Guided Reading		
Total Number of Students		HFWR/100	HFWR/ 100	HFWR/100	Growth	HFWW/100	HFWW /100	Growth	Phonics/15	Phonics/21	Phonics/20	Phonics/20	Phonics/23	Growth/23	Writing (E)	Writing (E)	Writing (E)	Writing (E)	Writing (E)	Growth	Average	Percent At or Above Level D	Average	Percent At or Above Level H	Average	Percent At or Above Level J	Growth
27	Average	50.8	74.2		23.5				11.8	20.3	15.7			0.0	B	D	D			-	D	-	F	-		-	2
	% of Goal	4%	18%		14%				29%	70%	48%			19%	100%	100%	100%			0%	-	56%	-	35%	-		-21%
24	Average	38.4	77.0		38.6				12.4	19.5	16.7			0.1	P	B	D			-	C	-	F	-		-	3
	% of Goal	0%	13%		13%				48%	50%	17%			-30%	26%	92%	96%			70%	-	33%	-	26%	-		-7%
23	Average	54.7	75.7		21.0	61.9			10.5	19.2	15.7			1.7	E	B	B			-	E	-	G	-		-	2
	% of Goal	0%	9%		9%	0%			17%	52%	39%			22%	43%	87%	91%			48%	-	61%	-	48%	-		-13%
74	Average	48.0	75.7		27.7	61.9			11.6	19.7	16.0			0.6	E	B	D			-	D	-	F	-		-	2
	% of Goal	1%	13%		12%	0%			31%	57%	35%			3%	57%	93%	96%			38%	-	50%	-	36%	-		-14%

Richmond Avenue School - Second Grade 2014- 2015

venue School		High Frequency Word Reading Goal: 250				High Frequency Word Writing Goal: 250				Word Feaures Goal: 30			Phonics Goal: XX				Writing Goal: xx						Benchmark Assessment Instructional Reading Level						
																							Beginning of Year		Mid-Year		End of Year - Guided Reading		
Grade		Sep	Mar	Jun		Sep	Jan	Jun		Oct	Jun		Nov	Feb	Mar		Oct	Dec	Feb	Apr	Jun								
Total Number of Students		HFWR/250	HFWR/250	HFWR/250	Growth	HFWW/250	HFWW/250	HFWW /250	Growth	Word Fealy 30	Word Fealy 30	Growth	Phonics/10	Phonics/29	Phonics/40	Growth/40	Writing (2)	Writing (2)	Writing (2)	Writing (2)	Writing (2)	Growth	Average	Percent At or Above Level J	Average	Percent At or Above Level L	Average	Percent At or Above Level M	Growth
28	Average	197.8				126.6	174.5		47.9	19.4			7.7	22.0		-0.2	2.2	2.3	2.7			0.5	H	-	J	-		-	2
	% of Goal	0%				0%	0%		0%	0%			19%	0%		-19%	81%	85%	96%			15%	-	22%	-	28%	-		6%
29	Average	210.7				156.1	198.8		42.6	23.3			8.7	19.7		-5.4	2.7	3.5	3.1			0.3	H	-	J	-		-	2
	% of Goal	22%				0%	0%		0%	19%			42%	12%		-31%	100%	100%	85%			-15%	-	33%	-	52%	-		19%
29	Average	195.2				154.9	181.2		26.2	20.8			8.1	20.4		-3.2	2.0	1.8	2.5			0.5	I	-	K	-		-	2
	% of Goal	0%				0%	4%		4%	0%			38%	4%		-35%	79%	62%	81%			2%	-	42%	-	48%	-		6%
86	Average	201.3				145.8	184.3		38.5	21.2			8.1	20.7		-2.9	2.3	2.5	2.8			0.5	H	-	J	-		-	2
	% of Goal	8%				0%	1%		1%	6%			33%	5%		-28%	87%	82%	87%			0%	-	33%	-	43%	-		11%

Richmond Avenue School - Grade 3 2014-2015

	Slosson				Fall Schlagal			Guided Reading (GR)				SRI												
Total # of Students	Fall Median GE	Spring Median GE	Growth	Percent Reaching Grade Level	% at 1=Frustration	% at 2=Instruction	% at 3=Independent	BoY % at or above M	MoY % at or above O	EoY % at or above P	Growth (3 or more levels)	Fall: GR to SRI "Out of Sync"	Winter: GR to SRI "Out of Sync"	BoY % of Students At or Above Grade Level	MoY % of Students At or Above Grade Level	EoY % of Students At or Above Grade Level	Growth	BoY SRI Median	MoY SRI Median	EoY SRI Median	Growth	Fall to Winter Average Points Gain	% of Students with 250 or more points Gain	50% of my students achieved an increase of 75 or more points
22	3.5				55.0%	35.0%	10.0%	45.0%	41.2%		5.9%	7	0	52.6%				507						
24	3.0				77.3%	18.2%	4.5%	31.8%	4.8%			12	12	18.2%	34.8%		16.6	332	465		134	122		
22	3.3				59.1%	40.9%	0.0%	42.9%	27.3%		4.8%	9	13	40.9%	50.0%		9.1	376	494		119	89		
68	3.3				64.1%	31.3%	4.7%	39.7%	23.3%		3.4%	28	25	36.5%	42.2%		5.7	391	471		80	105		

Richmond Avenue School - Grade 4 2014-2015

Total # of Students	Slosson				Fall Schlagal			Guided Reading (GR)				SRI											
	Fall Median GE	Spring Median GE	Growth	Percent Reaching Grade Level	% at 1=Frustration	% at 2=Instruction	% at 3=Independent	BoY % at or above P	MoY % at or above R	EoY % at or above S	Growth (3 or more levels)	Benchmark to SRI Fall "Out of Sync"	Winter: GR to SRI "Out of Sync"	BoY % of Students At or Above Grade Level	MoY % of Students At or Above Grade Level	EoY % of Students At or Above Grade Level	Growth	BoY SRI Median	MoY SRI Median	EoY SRI Median	Growth	Fall to Winter Average Points Gain	% of Students with 250 or more points Gain	50% of my students achieved an increase of 75 or more points
25	3.7				56.0%	40.0%	4.0%	16.0%	0.0%			19	7	24.0%	60.9%		36.9	487	636		149	134		
20	6.2				45.0%	40.0%	15.0%	35.0%	5.0%			11	6	50.0%	57.9%		7.9	594	662		68	107		
22	4.9				60.0%	40.0%	0.0%	22.7%	20.0%		20.0%	14	16	22.7%	30.0%		7.3	409	488		79	85		
67	4.7				53.8%	40.0%	6.2%	23.9%	7.9%		6.3%	44	29	31.3%	50.0%		18.7	476	592		116	110		

Richmond Avenue School - Grade 5 2014-2015

Total # of Students	Slosson				Fall Schlagal			Guided Reading (GR)				SRI											
	Fall Median GE	Spring Median GE	Growth	Percent Reaching Grade Level	% at 1=Frustration	% at 2=Instruction	% at 3=Independent	BoY % at or above S	MoY % at or above U	EoY % at or above V	Growth (3 or more levels)	Benchmark to SRI Fall "Out of Sync"	Winter: GR to SRI "Out of Sync"	BoY % of Students At or Above Grade Level	MoY % of Students At or Above Grade Level	EoY % of Students At or Above Grade Level	Growth	BoY SRI Median	MoY SRI Median	EoY SRI Median	Growth	Fall to Winter Average Points Gain	% of Students with 250 or more points Gain	50% of my students achieved an increase of 75 or more points
22	5.3				57.1%	38.1%	4.8%	28.6%	31.6%		11.1%	11	8	40.0%	50.0%		10.0	523	696		173	116		
21	6.9				38.1%	42.9%	19.0%	28.6%	0.0%		7.1%	15	7	50.0%	66.7%		16.7	698	830		132	109		
20	7.4				35.0%	55.0%	10.0%	40.0%	15.0%			13	7	60.0%	64.3%		4.3	740	820		80	61		
63	7.1				43.5%	45.2%	11.3%	32.3%	17.0%		5.8%	39	22	50.0%	60.0%		10.0	698	781		83	99		

Richmond Avenue School - Grade 6 2014-2015

Total # of Students	Slosson				Fall Schlagal			Guided Reading (GR)				SRI											
	Fall Median GE	Spring Median GE	Growth	Percent Reaching Grade Level	% at 1=Frustration	% at 2=Instruction	% at 3=Independent	BoY % at or above V	MoY % at or above X	EoY % at or above Y	Growth (3 or more levels)	Benchmark to SRI Fall "Out of Sync"	Winter: GR to SRI "Out of Sync"	BoY % of Students At or Above Grade Level	MoY % of Students At or Above Grade Level	EoY % of Students At or Above Grade Level	Growth	BoY SRI Median	MoY SRI Median	EoY SRI Median	Growth	Fall to Winter Average Points Gain	% of Students with 250 or more points Gain	50% of my students achieved an increase of 75 or more points
22	6.6				68.2%	27.3%	4.5%	18.2%	0.0%			16	9	31.8%	33.3%		1.5	689	756		68	60		
22	7.1				70.0%	20.0%	10.0%	30.0%	0.0%		5.3%	10	7	35.0%	55.6%		20.6	769	884		115	75		
21	8.3				42.9%	57.1%	0.0%	42.9%	0.0%		5.6%	6	2	90.5%	92.3%		1.8	900	975		75	48		
65	7.1				60.3%	34.9%	4.8%	30.2%	0.0%		3.6%	32	18	52.4%	58.7%		6.3	818	886		68	62		

Academic Achievement - Reading/ Mathematics	NJASK 2014 PARCC Quarterly District Mathematics Fact Fluency Assessment Quarterly District Mathematics Benchmark ● Benchmark 1: Number Sense and Operations ● Benchmark 2: Data Analysis, Probability and Discreet Math ● Benchmark 3: Geometry and Measurement ● Benchmark 4: Patterns and Algebra	**NJASK 2014 Cluster Results - 2014-2015 Priorities for Improvement**

		YEAR	
		2014	2013
ELA SCALE SCORE		196.6	
MATH SCALE SCORE		211.7	
DISTRICT NAME	AC		
SCHOOL NAME	RICHMOND		
GRADE	3		

(GRADE 4) PRIORITIES FOR IMPROVEMENT FOR 2014-2015

2014							2013			
English Language Arts	% Above or Below Just Proficient Mean	RANK PRIORITY NEEDS	Just Proficient Mean	Points Earned	Total Possible Points (TPP)	% of Total	English Language Arts	Points Earned	Total Possible Points (TPP)	% of Total
Writing	-8.23%		9.7	8.9	20	44.5%	N/A	0.0	0	
First Writing Task	-8.74%	2	4.8	4.4	10	43.8%	N/A			
Second Writing Task	-7.73%	4	4.9	4.5	10	45.2%	N/A			
Reading	-9.53%		14.4	13.0	30	43.4%	N/A	0.0	0	
Literature Cluster	-13.10%	1	4.7	4.1	10	40.8%	N/A			
Information Text Cluster	-7.80%	3	9.7	8.9	20	44.7%	N/A			
TOTAL POINTS			TOTAL JPM 24.1	21.9	50	43.9%	TOTAL POINTS	0.0	0	
Multiple Choice				9.1	18	50.3%	Multiple Choice			
Constructed Response				4.0	12	33.1%	Constructed Response			
Mathematics	% Above or Below Just Proficient Mean	RANK PRIORITY NEEDS	Just Proficient Mean	Points Earned	Total Possible Points (TPP)	% of Total	Mathematics	Points Earned	Total Possible Points (TPP)	% of Total
Operations and Algebraic Thinking	8.11%	3	7.1	7.7	14	54.8%	N/A			
Numbers and Operations in Base Ten	2.32%	2	3.4	3.5	6	58.0%	N/A			
Numbers and Operations - Fractions	25.28%	5	3.8	4.8	11	43.3%	N/A			
Measurement and Data	10.20%	4	7.4	8.2	13	62.7%	N/A			
Geometry	-10.25%	1	4.3	3.9	6	64.3%	N/A			
TOTAL POINTS			TOTAL JPM 26	27.9	50	55.9%		0.0	0	
Multiple Choice				20.5	35	58.6%	Multiple Choice			
Constructed Response				7.4	15	49.6%	Constructed Response			

NJASK 2014 Cluster Results - 2014-2015 Priorities for Improvement

DISTRICT NAME	AC
SCHOOL NAME	RICHMOND
GRADE	4

	YEAR	
	2014	2013
ELA SCALE SCORE	193.2	203.7
MATH SCALE SCORE	209.5	239.2

(GRADE 5) PRIORITIES FOR IMPROVEMENT FOR 2014-2015

2014							2013			
English Language Arts	% Above or Below Just Proficient Mean	RANK PRIORITY NEEDS	Just Proficient Mean	Points Earned	Total Possible Points (TPP)	% of Total	English Language Arts	Points Earned	Total Possible Points (TPP)	% of Total
Writing	-5.39%		10.3	9.7	20	48.7%	Writing	9.6	20	47.8%
First Writing Task	-5.37%	4	4.6	4.4	10	43.5%	First Writing Task	4.4	10	44.3%
Second Writing Task	-5.40%	3	5.7	5.4	10	53.9%	Second Writing Task	5.1	10	51.4%
Reading	-10.60%		17.7	15.8	36	44.0%	Reading	17.0	30	56.5%
Literature Cluster	-7.43%	2	6.1	5.6	12	47.1%	Literature Cluster	6.1	10	60.7%
Information Text Cluster	-12.27%	1	11.6	10.2	24	42.4%	Information Text Cluster	10.9	20	54.4%
TOTAL POINTS			TOTAL JPM 28	25.6	56	45.7%	TOTAL POINTS	26.5	50	53.0%
Multiple Choice				12.0	24	49.9%	Multiple Choice	12.3	18	68.31%
Constructed Response				3.8	12	32.0%	Constructed Response	4.7	12	38.83%

Mathematics	% Above or Below Just Proficient Mean	RANK PRIORITY NEEDS	Just Proficient Mean	Points Earned	Total Possible Points (TPP)	% of Total	Mathematics	Points Earned	Total Possible Points (TPP)	% of Total
Operations and Algebraic Thinking	6.59%	2	3.9	4.2	10	41.6%	Operations and Algebraic Thinking	8.3	14	58.9%
Numbers and Operations in Base Ten	-0.91%	1	5.6	5.5	10	55.5%	Numbers and Operations in Base Ten	4.2	6	69.3%
Numbers and Operations - Fractions	20.01%	5	8.3	10.0	18	55.3%	Numbers and Operations - Fractions	6.4	11	58.1%
Measurement and Data	11.11%	4	3	3.3	6	55.6%	Measurement and Data	10.1	13	77.6%
Geometry	8.73%	3	3.3	3.6	6	59.8%	Geometry	4.6	6	76.9%
TOTAL POINTS			TOTAL JPM 24.1	26.6	50	53.2%		33.5	50	67.0%
Multiple Choice				20.3	35	58.0%	Multiple Choice	25.3	35	72.34%
Constructed Response				6.3	15	42.0%	Constructed Response	8.2	15	54.55%

Grade	BM 1 Pretest	BM 1 Post Test	BM 2 Pretest	BM 2 Post Test	BM 3 Pretest	BM 3 Post Test	BM 4 Pretest	EOY	Fluency 9/2014 (%)	Fluency 11/2014	Fluency 2/2015	Fluency 4/2015
K												
K												
K												
1												
1												
1												
2												
2												
3		50	24.3	34.5	46	47.5				8.3	21.9	44.9
3	47.2	62.5	33.1	56.8	40.7	75.5			3.58	17.4	66.3	73.9
3	42.6	45.2	27.8	46.6	39.3				3.5	8.1	42.1	
3	4.5	17.4	13.6	26.1	17.4	4.3			0	0		3.3
4	15.9	10.2	8.3	14.1	15.9	17.4			15.7	18.8	20.8	20.3
4	52.8	45.9	30.1	39.4	34.5	50.5			44	52.8	55.3	70.6
4	38.2	34.7	18.4	27.2	23.7	34.6			36.8	58.6	61.7	56.1
4	40.5	33.9	19.7	22.7	28.7	45.4			44.5	48.4	68.6	67.9
5	34.9	41.1	23.9	44.1	22.4	43.4			37	55.2	68.8	72.1
5	32.1	45.5	20.9	41.7	18	35.5			34.1	30.1	52.5	48.8
5	37	52.9	28.6	41.1	29.8	46.9			41.3	45.1	62.5	71.9
5	15.6	23.4	15.2	18	16.8	10.7			7.6	5.4	6.2	3.1
6	38.3	42.4	27		40.6				11.6	29.3	30.3	
6	36.6	42.8	26.1		46.4				11.8	32.3	39.6	
6	57.8	68.9	30.7		57.8				21.8	46	52.5	
7	54.9	50.5	40.4	48.3	37	48.16			18.9	33.7	45.1	49.3
8	42.3	54.4	38.3	50.7	42.6	48.6			35.3	50.7	52.0	64

The mathematics data collected from various assessments tools provided the instructional community the information needed to determine the progress or lack of progress in each student. Analyzing the data was the driving force in meeting the needs of our students.

Family and Community Engagement	Student/Parent School Compact School Parental Policy Open House Awards Assemblies Parent Teacher Conferences Oktoberfest Parade Winter Festival Mother's Day Tea Parent Resource Center	Willing parents sit on the schoolwide improvement committee and take part in creating the school compact documentation as well as the School Parental Policy; every parent signs off in agreement with both the school compact letter and parental policy. 55% of our parents attended the 2014-2015 Open House Parent Teacher Conferences were 100% attended. Parents must come in to the school and meet with the teacher in order to receive the students' report card for the first marking period. Awards Assemblies highlight the accomplishments of our students quarterly; parents are welcomed to attend. The Parent Resource offered classes daily, weekly, and monthly which assisted families with language development (ESL), computer skills, parental assistance, citizenship certification, and family organization to function effectively at home.
Professional Development	Grade level meetings School-wide Enhancement Committees Literacy Collaborative Coaching Mathematics Facilitating District-wide In-Services Best Practices 3rd edition Role Definition Differentiated Instruction Book Study: Genre Study	Grade level meetings are scheduled monthly to analyze data in order to drive instruction. Schoolwide Committee meetings are held monthly with an emphasis on student achievement. Based on the evaluations, reflections and dialogue of the staff it appeared that the professional development offered by the Atlantic City School District and Richmond Avenue School highlighted various topics on education and related services (i.e. Progress Monitoring Benchmark Assessments (e-PASK), Analysis of Pupil Progress Monitoring and Checklist (PPMCC)) were well-received. The staff of Richmond Avenue School took part in a book study; chapters were assigned to all staff be read throughout the year and then discussed during Principal's Meetings based on literacy. The goal was to use the current research and theories in order to see how it would fit into our vision as a school and to help the staff strengthen their common language around student achievement and literacy. Teachers received regularly scheduled coaching sessions in Literacy. The sessions were based on the needs of the teachers. Intermediate coach completed her final year in her 3-year cycle training during the 2014-2015 school year.
Homeless	N/A	N/A
Students with Disabilities	NJASK 3-6 2014	

NJASK Mathematics			
Special Education Population	Partially Proficient	Proficient	Advanced Proficient
Third Grade	67%	33%	0%
Fourth Grade	67%	33%	0%
Fifth Grade	67%	33%	0%
Sixth Grade	56%	44%	0%
Seventh Grade	80%	20%	0%
Eighth Grade	80%	20%	0%

NJASK Language Arts			
Special Education Population	Partially Proficient	Proficient	Advanced Proficient
Third Grade	100%	0%	0%
Fourth Grade	100%	0%	0%
Fifth Grade	100%	0%	0%
Sixth Grade	88%	11%	0%
Seventh Grade	80%	20%	0%
Eighth Grade	60%	40%	0%

English Language Learners	WIDA ACCESS 2014 NJASK 2014	

	WIDA ACCESS 2014 Listening, Speaking, Reading, Writing, Oral Language, Literacy and Comprehension Exited the ESL program based on the ACCESS
Numbers of ESL Students Assessed/Number of Students Exited	
Kindergarten	59 students assessed/5 students exited=8%
First Grade	39 students assessed/2 students exited=5%
Second Grade	31 students assessed/5 students exited=16%
Third Grade	22 students assessed/14 students exited=63%
Fourth Grade	11 students assessed/6 students exited=55%
Fifth Grade	6 students assessed/3 students exited=50%
Sixth Grade	5 students assessed/2 student exited=40%
Seventh Grade	2 students assessed/0 student exited=0%
Total Number of Students	175 students assessed/37 students exited=21%

Economically Disadvantaged	NJASK 2014		

NJASK Language Arts Literacy			
Economically Disadvantaged	Partially Proficient	Proficient	Advanced Proficient
Third Grade	51%	49%	0%
Fourth Grade	49%	46%	5%
Fifth Grade	67%	31%	2%
Sixth Grade	56%	38%	5%
Seventh Grade	49%	40%	11%
Eighth Grade	12%	82%	6%

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<table>
<tr><td>NJASK Mathematics</td><td></td><td></td><td></td></tr>
<tr><td>Economically Disadvantaged</td><td>Partially Proficient</td><td>Proficient</td><td>Advanced Proficient</td></tr>
<tr><td>Third Grade</td><td>42%</td><td>40%</td><td>18%</td></tr>
<tr><td>Fourth Grade</td><td>28%</td><td>40%</td><td>23%</td></tr>
<tr><td>Fifth Grade</td><td>40%</td><td>33%</td><td>27%</td></tr>
<tr><td>Sixth Grade</td><td>28%</td><td>33%</td><td>38%</td></tr>
<tr><td>Seventh Grade</td><td>38%</td><td>44%</td><td>18%</td></tr>
<tr><td>Eighth Grade</td><td>26%</td><td>38%</td><td>36%</td></tr>
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<tr>
<td>School Climate and Culture</td>
<td>School Climate Survey 2015</td>
<td>School Climate Inventory - Revised (SCI-R)
School Climate Inventory - Revised (SCI-R) (School Climate Inventory - R3 2435-19622)
Dimension Summary
<table>
<tr><td colspan="6">Richmond Avenue Elementary School</td></tr>
<tr><td>#</td><td>Dimension</td><td>2011 - 2012</td><td>Spring 2013</td><td>2013 - 2014</td><td>Spring 2015</td></tr>
<tr><td>1</td><td>Collaboration</td><td>4.15</td><td>4.13</td><td>4.07</td><td>4.04</td></tr>
<tr><td>2</td><td>Environment</td><td>4.36</td><td>4.53</td><td>4.35</td><td>4.31</td></tr>
<tr><td>3</td><td>Expectations</td><td>4.62</td><td>4.58</td><td>4.48</td><td>4.50</td></tr>
<tr><td>4</td><td>Instruction</td><td>4.33</td><td>4.42</td><td>4.35</td><td>4.30</td></tr>
<tr><td>5</td><td>Involvement</td><td>4.05</td><td>3.94</td><td>3.99</td><td>3.79</td></tr>
<tr><td>6</td><td>Leadership</td><td>4.51</td><td>4.53</td><td>4.33</td><td>4.31</td></tr>
<tr><td>7</td><td>Order</td><td>4.10</td><td>4.00</td><td>4.06</td><td>3.97</td></tr>
<tr><td>8</td><td>OVERALL</td><td>4.30</td><td>4.30</td><td>4.23</td><td>4.17</td></tr>
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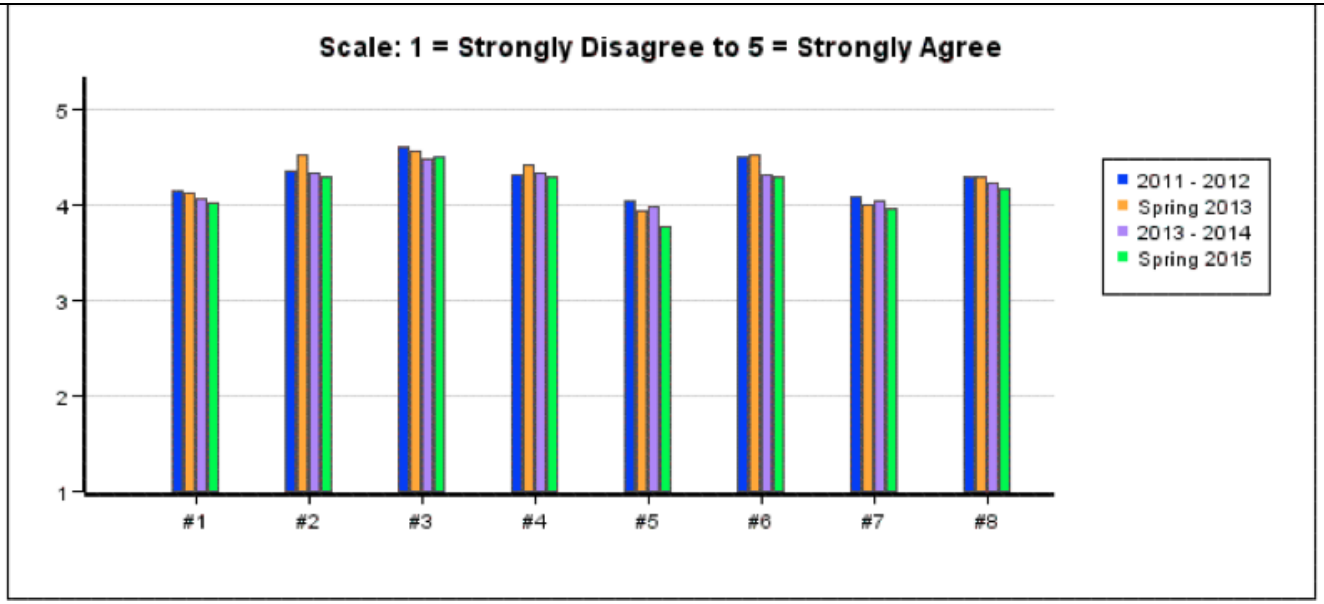
		 Scale: 1 = Strongly Disagree to 5 = Strongly Agree 5 4 3 2 1 #1 #2 #3 #4 #5 #6 #7 #8 2011 - 2012 Spring 2013 2013 - 2014 Spring 2015

Leadership	School Climate Inventory 2015	Based on the School Climate Survey the staff believes the following:

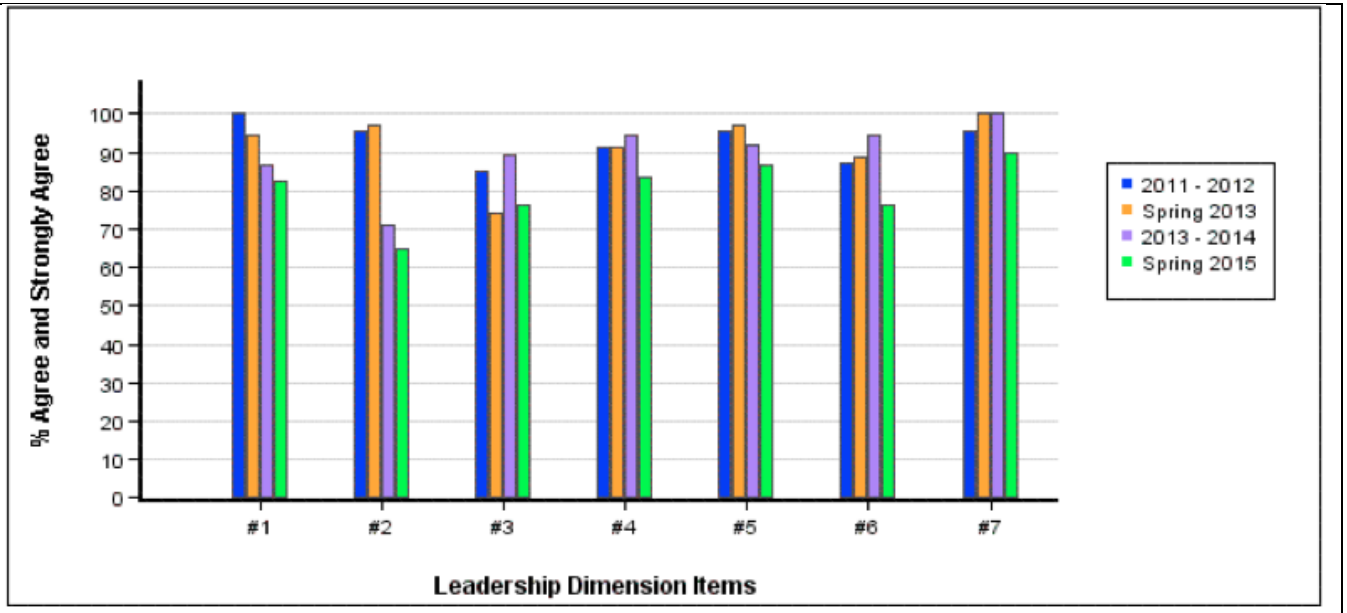
School Climate Inventory - Revised (SCI-R) (School Climate Inventory - R3 2435-19622)

Dimension

Richmond Avenue Elementary School

Percent Agree and Strongly Agree

#	Leadership Items	2011 - 2012	Spring 2013	2013 - 2014	Spring 2015
1	The principal of this school is always clear about his/her expectations of students, faculty, and parents.	100.0	94.3	86.8	82.4
2	This school's principal is fair and consistent in addressing disciplinary issues.	95.7	97.1	71.1	64.7
3	School administrators encourage teachers to be creative and to try new methods.	85.1	74.3	89.5	76.5
4	The administration and faculty at this school use data to drive planning and decision making.	91.5	91.4	94.7	83.8
5	The principal makes high quality instruction the school's first priority.	95.7	97.1	92.1	86.8
6	The goals of this school are reviewed and updated regularly.	87.2	88.6	94.7	76.5
7	The principal is highly visible throughout the school.	95.7	100.0	100.0	89.7
	Dimension Mean	4.51	4.53	4.33	4.31
	Number of Respondents	47	35	38	68

		
School-Based Youth Services	Proud Penguins: Improving Self-Image Social Seagulls: Improving Social and Friendship Skills Peaceful Pelicans: Managing Stress Changing Tides: Coping with Family Change Good Grief Gators: Coping with Loss Life Skills Olweus Anti-Bullying Program	The students with discipline concerns participating in the program have experienced a decrease in behavioral referrals.

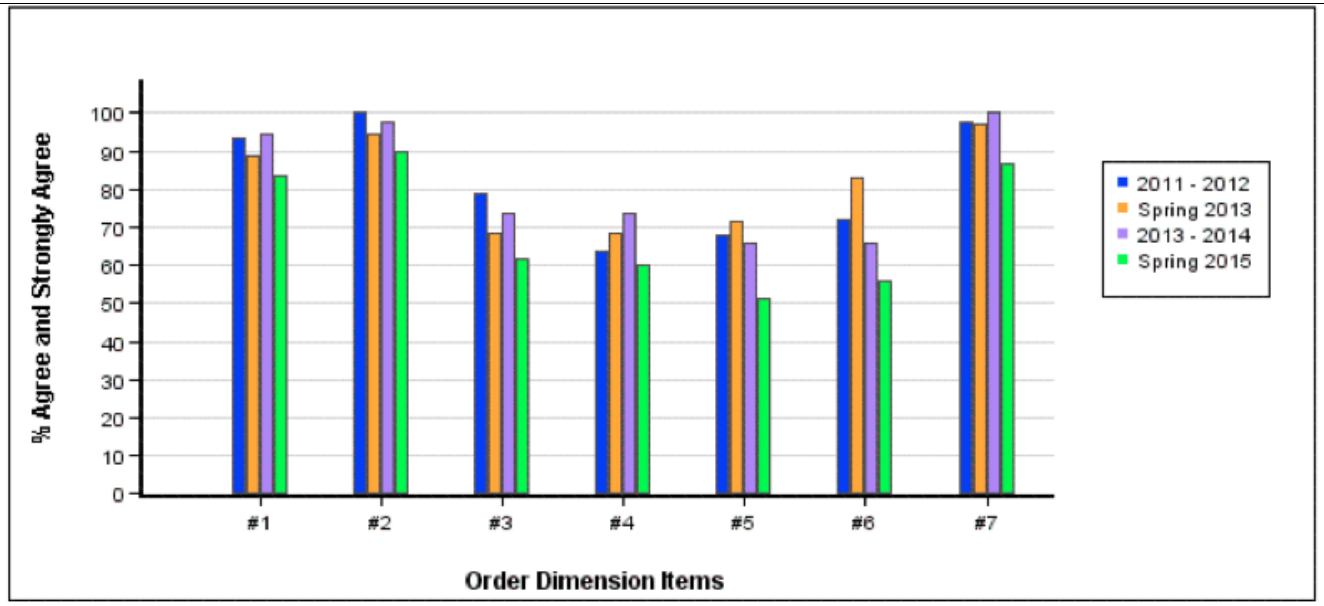
School Climate Inventory - Revised (SCI-R) (School Climate Inventory - R3 2435-19622)

Dimension

Richmond Avenue Elementary School

Percent Agree and Strongly Agree

#	Order Items	2011 - 2012	Spring 2013	2013 - 2014	Spring 2015
1	Bullying, threatening, or abusive behavior is not characteristic of the students at this school.	93.6	88.6	94.7	83.8
2	At this school, students of different social and cultural backgrounds behave positively towards one another.	100.0	94.3	97.4	89.7
3	Student misbehavior in the school does not interfere with teaching and learning.	78.7	68.6	73.7	61.8
4	Student tardiness or absence from school is not a major problem.	63.8	68.6	73.7	60.3
5	At this school, troubled students are appropriately counseled and supported.	68.1	71.4	65.8	51.5
6	Teachers, administrators, and parents assume joint responsibility for student discipline.	72.3	82.9	65.8	55.9
7	Student behavior is generally positive in this school.	97.9	97.1	100.0	86.8
	Dimension Mean	4.10	4.00	4.06	3.97
	Number of Respondents	47	35	38	68

		 % Agree and Strongly Agree 100 90 80 70 60 50 40 30 20 10 0 #1 #2 #3 #4 #5 #6 #7 Order Dimension Items 2011 - 2012 Spring 2013 2013 - 2014 Spring 2015

2014-2015 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment?

The process of collecting, reviewing and gathering information from all of the stakeholders pertinent to the needs assessment of our school involves the following: Administrative meetings, faculty meetings, grade-level meetings, school improvement (NCLB) committee meetings, PAC, School-wide Enhancement Committees, test results, LAL and Mathematics portfolios, surveys: staff, parents and students conducted by: Management and Evaluation Associates, Inc., staff evaluations, Administrative walk through(s), professional improvement plans and I & RS.

- **Calculations are based on Spring 2014 state assessments results (baseline), and the determination of six performance targets (goals) beginning with the 2014-2015 school year, as documented in the approved New Jersey ESEA Waiver.**

2. What process did the school used to collect and compile data for student subgroups?

All data collected is disaggregated to highlight specific subgroups. The data is compiled by charting the results of both assessments: NJASK3-6 under the guidance and assistance of Management and Evaluation Associates, Inc. of Hightstown, NJ.

3. How does the school ensure that the data used in the needs assessment is valid and reliable?

Validity and reliability for each of the needs assessment data sources is as follows: state and local end of year assessment tests – standard validity and reliability is established by the test publishers; benchmark assessment tests – standard validity and reliability for selected test items is established by the publishers; surveys – standard validity and reliability is established by the survey publishers; face and content validity apply to all other data sources identified above.

4. What did the data analysis reveal regarding classroom instruction?

The data revealed the need to continue with the implementation of an effective inclusion program within the Special Education Program that allows for the students within the program to be educated in the "least restrictive environment." The second language learners are still in need of "extra" support for language acquisition.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

In 2014-2015 the Professional Development team surveyed the staff at Richmond Avenue School to generate ideas on areas that they felt they needed support and training. From this survey the team compiled a Professional Development platform that was specific to the needs of the teachers to help increase their knowledge and instructional practices that would allow them to better meet the needs of our students.
The Professional Development Plan for 2014-2015 was initiated by the staff and related to the specific needs of our student population; therefore, the participation of the staff was high.

6. How does the school identify its educationally at-risk students in a timely manner?

Possible at-risk students are identified early due in part to the on-going monthly assessments assigned by the district. There are several assessments given during the first month of school that allow a teacher to identify a student in possible need of interventions (i.e. extra assistance, additional teaching tools, differentiated instruction). The assessments used during the first month of school are: Math Pre-test, Letter ID, Name reading and Writing, Observation Survey, Hearing and Recording Sounds in Words, High Frequency Words Test (Reading), High Frequency Word test (Spelling), SRI, Slosson, Schlagal, Predictive and Diagnostic Math Benchmark, Fact Math Fluency, Book Reading Progress Level, Word and Phonics Analysis, and Focused Writing Benchmark. Once a student has been identified as at-risk, he or she is brought before the I&RS committee, where all of the concerns are addressed in a professional and timely manner. Based on the information provided by the classroom teacher, parent(s) and assessment results the team then suggests the best possible interventions for that particular student and a follow-up meeting is scheduled in six to eight weeks to monitor the students' progress. Interventions used may include the following: Reading Intervention- (Kindergarten), Reading Recovery (Grade 1), Leveled Literacy Intervention (Grades K-6), Basic Skills Intervention (All grades), System 44, and the After School Enrichment Program (All grades).

7. How does the school provide effective assistance to its educationally at-risk students?

Once a student has been identified as at-risk, he or she is brought before the I&RS committee, where all of the concerns are addressed in a professional and timely manner. Based on the information provided by the classroom teacher, parent(s) and assessment results the team then suggests the best possible interventions for that particular student and a follow-up meeting would be scheduled in six to eight weeks to monitor the students' progress. Interventions used may include the following: Reading Recovery (Grade 1), Leveled Literacy Intervention (Grades K-6), Basic Skills Intervention (All grades), System 44, and the After School Enrichment Program (All grades).

8. How does the school address the needs of its migrant students?

The school addresses the needs of its migrant students through the identification process (migrant status) and support emotionally, socially, and economically.

9. How does the school address the needs of its homeless students?

District level will provide transportation and refer family to the parent resource center for additional assistance.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

The ACPS utilizes a school-based data review team model, School Improvement/School Leadership/Data Teams (DIRT), for the systematic review of achievement and non-achievement data for school improvement purposes. In addition to team meetings, the model utilizes grade level meetings to ensure the review of data to drive classroom instruction by all instructional staff. The teachers were part of scheduled grade level meetings that discussed the use of academic assessments to provide information on and improvement of the instructional programs.

11. How does the school help its student's transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

The District provides information to parents via parent centers, schools, media, community providers and collaborations.

1. Early Registration for preschool begins in March and is on-going throughout the school year. Registration continues during the summer.
2. Preschool Parent (Guardian)/Child Orientation is held during the summer in the respective schools. An invitational letter is sent to each parent/guardian to bring the child to orientation. Special events are an important part of orientation. (Examples of activities: Preschool and Kindergarten Breakfast, Preschool Kindergarten Tea Party, Preschool and Kindergarten Orientation Games)
3. *"Meet the Preschool and Kindergarten Teachers Day Forums*"- During the months of October and May, preschool and kindergarten teachers (including special needs preschool) present a forum and parents (guardians) have the opportunity to meet and discuss Early Childhood Education in Atlantic City Schools. Early Childhood Education staff has the opportunity to meet preschool parent/guardians and answer questions about the preschool program.
5. *"My Trip to the Kindergarten School Day"* – During the month of May, students and parents/guardians come to school, meet the principal, assistant principal and teachers. Students will participate in a Kindergarten classroom activity.
6. Fliers announcing preschool /early registration are disseminated during report card periods.
7. Preschool teachers give parents and guardians tips for preparing their children for kindergarten.
8. The Atlantic City Schools, Early Childhood Program Community Committee meets four times a year to discuss (high quality preschool and kindergarten) curricula, community resources and preschool transition.
9. Preschool student needs are identified and student portfolios are sent to kindergarten teacher.
10. Parent/guardian workshops are given by the District Supervisor of Early Childhood Education, preschool/kindergarten teachers and Parent Resource Centers staff.
11. The preschool curriculum is a prerequisite to and aligned to the kindergarten curriculum. Preschool students making the transition have prior background knowledge for what will be taught in kindergarten.
12. Kindergarten teachers call and/or write letters to parents (guardians) and children before school begins in September.
13. During the school year there is an open house for kindergarten parents.
14. There is strong communication with elementary principals and the preschool program in Atlantic City Schools. A team of early childhood education staff are instrumental in providing transitional activities during the school year.
15. High quality classrooms are provided in preschool and kindergarten.
16. There is strong communication and collaboration with the home, community and school.
17. Questionnaires are sent to parents/guardians about their children, prior to entering kindergarten.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

The selection of school priority problems and root causes for the 2015-2016 schoolwide plan was conducted by a school-based team, led by the Principal, following district wide meetings led by the Superintendent, central office administrators and M & E. District and State assessments, surveys and concerns were generated collaboratively at the school-wide improvement meetings and used during meetings for to select priority problems.

2014-2015 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

<table>
<tr><th></th><th>#1</th><th>#2</th></tr>
<tr><td>Name of priority problem</td><td>Language Arts Literacy</td><td>Mathematics</td></tr>
<tr><td>Describe the priority problem using at least two data sources</td><td>
NCLB Progress Targets - Language Arts Literacy
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.
<table>
<tr><th>Subgroups</th><th>Total Valid Scores</th><th>Pass Rate</th><th>Target</th><th>Met Target?</th></tr>
<tr><td>Schoolwide</td><td>291</td><td>53.6</td><td>69.2</td><td>NO</td></tr>
<tr><td>White</td><td>-</td><td>-</td><td></td><td>--</td></tr>
<tr><td>Black</td><td>-</td><td>-</td><td></td><td>--</td></tr>
<tr><td>Hispanic</td><td>141</td><td>40.4</td><td>62</td><td>NO</td></tr>
<tr><td>American Indian</td><td>-</td><td>-</td><td></td><td>--</td></tr>
<tr><td>Asian</td><td>105</td><td>72.4</td><td>79.2</td><td>YES*</td></tr>
<tr><td>Two or More Races</td><td>-</td><td>-</td><td></td><td>--</td></tr>
<tr><td>Students with Disability</td><td>59</td><td>20.3</td><td>49.4</td><td>NO</td></tr>
<tr><td>Limited English Proficient Students</td><td>33</td><td>42.4</td><td>-</td><td>--</td></tr>
<tr><td>Economically Disadvantaged Students</td><td>273</td><td>53.5</td><td>67.2</td><td>NO</td></tr>
</table>
YES* = Met Progress Target(Confidence Interval Applied)
Data is presented for subgroups when the count is high enough under NCLB suppression rules.
</td><td>
NCLB Progress Targets - Math
This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.
<table>
<tr><th>Subgroups</th><th>Total Valid Scores</th><th>Pass Rate</th><th>Target</th><th>Met Target?</th></tr>
<tr><td>Schoolwide</td><td>291</td><td>66.3</td><td>85.5</td><td>NO</td></tr>
<tr><td>White</td><td>-</td><td>-</td><td></td><td>--</td></tr>
<tr><td>Black</td><td>-</td><td>-</td><td></td><td>--</td></tr>
<tr><td>Hispanic</td><td>141</td><td>55.3</td><td>84.2</td><td>NO</td></tr>
<tr><td>American Indian</td><td>-</td><td>-</td><td></td><td>--</td></tr>
<tr><td>Asian</td><td>105</td><td>85.7</td><td>89.5</td><td>YES*</td></tr>
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<tr><td>Economically Disadvantaged Students</td><td>273</td><td>66</td><td>85</td><td>NO</td></tr>
</table>
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Data is presented for subgroups when the count is high enough under NCLB suppression rules.
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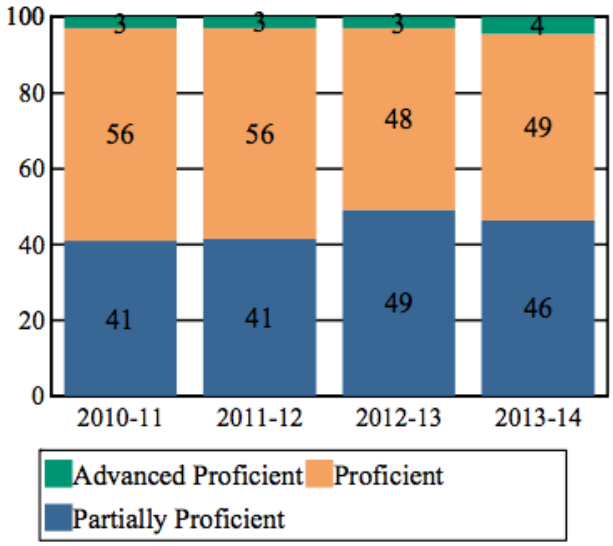
</table>

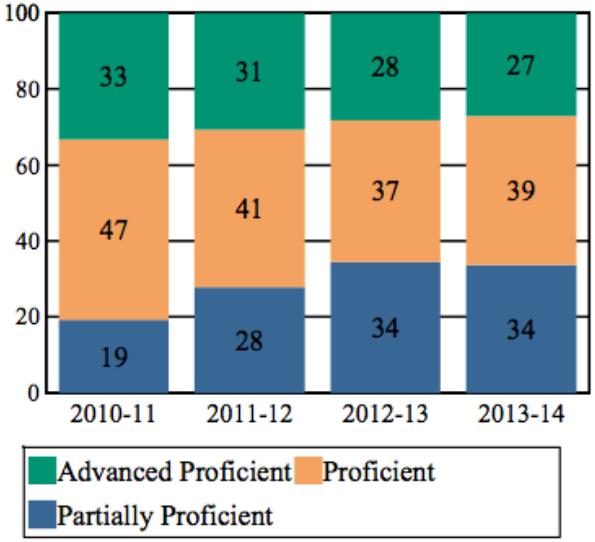
Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



	Academic Achievement This school outperforms **30%** of schools statewide as noted by its statewide percentile and **71%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **20%** of its performance targets in the area of Academic Achievement. **College and Career Readiness** This school outperforms **47%** of schools statewide as noted by its statewide percentile and **60%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness. **Student Growth** This school outperforms **32**% of schools statewide as noted by its statewide percentile and **49%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth. Scholastic Reading Inventory is administered 3x a year and moderate growth is measured: averaged increase of lexile score is 75-100	**Academic Achievement** This school outperforms **30%** of schools statewide as noted by its statewide percentile and **71%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **20%** of its performance targets in the area of Academic Achievement. **College and Career Readiness** This school outperforms **47%** of schools statewide as noted by its statewide percentile and **60%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness. **Student Growth** This school outperforms **32**% of schools statewide as noted by its statewide percentile and **49%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth. The Math benchmarks and math fact fluency assessments reveal slow growth within the ESL and Special Education population in grades 3-8.
Describe the root causes of the problem	Students reading below grade level. Language Acquisition for the ESL students and the academic levels of the students in the special education program are both root causes of the problem.	Language Acquisition (ESL) and academic levels of the students in the Special Education program

Subgroups or populations addressed

Special Education and ESL

Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	63	11%
Economically Disadvantaged Students	547	91.8%
Limited English Proficient Students	170	28.5%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
Spanish	36.0%
English	35.8%
Bengali	15.9%
Chinese	4.4%
Urdu	2.8%
Vietnamese	1.5%
Other	3.6%

ESL and Special Education

Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	63	11%
Economically Disadvantaged Students	547	91.8%
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Other	3.6%

Related content area missed	**NCLB Progress Targets - Language Arts Literacy** This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017. **Subgroups** / **Total Valid Scores** / **Pass Rate** / **Target** / **Met Target?** Schoolwide / 291 / 53.6 / 69.2 / NO White / - / - / / -- Black / - / - / / -- Hispanic / 141 / 40.4 / 62 / NO American Indian / - / - / / -- Asian / 105 / 72.4 / 79.2 / YES* Two or More Races / - / - / / -- Students with Disability / 59 / 20.3 / 49.4 / NO Limited English Proficient Students / 33 / 42.4 / - / -- Economically Disadvantaged Students / 273 / 53.5 / 67.2 / NO **YES* = Met Progress Target(Confidence Interval Applied)** Data is presented for subgroups when the count is high enough under NCLB suppression rules.	**NCLB Progress Targets - Math** This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017. **Subgroups** / **Total Valid Scores** / **Pass Rate** / **Target** / **Met Target?** Schoolwide / 291 / 66.3 / 85.5 / NO White / - / - / / -- Black / - / - / / -- Hispanic / 141 / 55.3 / 84.2 / NO American Indian / - / - / / -- Asian / 105 / 85.7 / 89.5 / YES* Two or More Races / - / - / / -- Students with Disability / 59 / 37.3 / 56.7 / NO Limited English Proficient Students / 33 / 54.6 / - / -- Economically Disadvantaged Students / 273 / 66 / 85 / NO **YES* = Met Progress Target(Confidence Interval Applied)** Data is presented for subgroups when the count is high enough under NCLB suppression rules.
Name of scientifically research based intervention to address priority problems	Literacy Collaborative is a researched based instructional model that is language based, student-centered, process-oriented. The Literacy Collaborative instructional model includes systematic teaching of the essential components of reading, writing, speaking, listening, and language development as outlined in the Common Core State Standards. Teachers will continue to teach the components of the framework; Reading and Writing Workshop as well as a Language/Word Study block. The literacy model allows for student centered differentiated instruction. (Leveled Literacy Intervention, System 44) LLI is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group	Big Ideas," describe what needs to be taught for each grade level. The 5E instructional mathematics model provides a format for lessons that builds on what students already know. The 5E's sequence the learning experience so that learners construct their understanding of a concept across time. Each phase of the learning sequence can be described using five words that begin with "E": engage, explore, explain, extend, and evaluate; this model is used for all five of the Common Core State Standards (CCSS). The results of the pre and post math benchmarks warrant differentiated instruction.

	instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading.	
How does the intervention align with the Common Core State Standards?	The Literacy Collaborative language and literacy framework has been aligned with the Common Core State Standards. The model addresses the essential components of reading instruction as described in the National Reading Panel report and the No Child Left Behind Act: phonemic awareness, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. LLI will support what is being taught in the core classroom and help to meet the Common Core State Standards by bringing struggling readers to grade level proficiency. At the end of each LLI lesson, the specific behaviors and understandings that are required for children to read successfully at that level are provided from *The Continuum of Literacy Learning* in alignment with the Common Core State Standards	The design of the 5E math model and "Big Ideas," is aligned to the CCCS. Research reports from institutions such as the National Research Center support the effectiveness of the 5E model.

2014-2015 Needs Assessment Process

Description of Priority Problems and Interventions to Address Them (continued)

<table>
<tr><th></th><th>#3</th><th>#4</th></tr>
<tr><td>Name of priority problem</td><td>Parent/Community Involvement</td><td>Instructional</td></tr>
<tr><td>Describe the priority problem using at least two data sources</td><td>
Increasing parental involvement within school related family activities.
School Climate Inventory - Revised (SCI-R) (School Climate Inventory - R3 2435-19622)
Dimension
<table>
<tr><th colspan="6">Richmond Avenue Elementary School</th></tr>
<tr><td colspan="6">Percent Agree and Strongly Agree</td></tr>
<tr><th>#</th><th>Involvement Items</th><th>2011 - 2012</th><th>Spring 2013</th><th>2013 - 2014</th><th>Spring 2015</th></tr>
<tr><td>1</td><td>Community businesses are active in this school.</td><td>63.8</td><td>65.7</td><td>42.1</td><td>36.8</td></tr>
<tr><td>2</td><td>Parents actively support school activities.</td><td>70.2</td><td>80.0</td><td>78.9</td><td>57.4</td></tr>
<tr><td>3</td><td>Parents are treated courteously when they contact the school.</td><td>95.7</td><td>97.1</td><td>94.7</td><td>88.2</td></tr>
<tr><td>4</td><td>Parents are invited to serve on school advisory committees.</td><td>76.6</td><td>68.6</td><td>65.8</td><td>55.9</td></tr>
<tr><td>5</td><td>Parent volunteers are used wherever possible.</td><td>66.0</td><td>60.0</td><td>60.5</td><td>39.7</td></tr>
<tr><td>6</td><td>Information about school activities is communicated to parents on a consistent basis.</td><td>97.9</td><td>94.3</td><td>97.4</td><td>86.8</td></tr>
<tr><td>7</td><td>Parents are encouraged to visit their children's classrooms.</td><td>63.8</td><td>48.6</td><td>55.3</td><td>44.1</td></tr>
<tr><td></td><td>Dimension Mean</td><td>4.05</td><td>3.94</td><td>3.99</td><td>3.79</td></tr>
<tr><td></td><td>Number of Respondents</td><td>47</td><td>35</td><td>38</td><td>68</td></tr>
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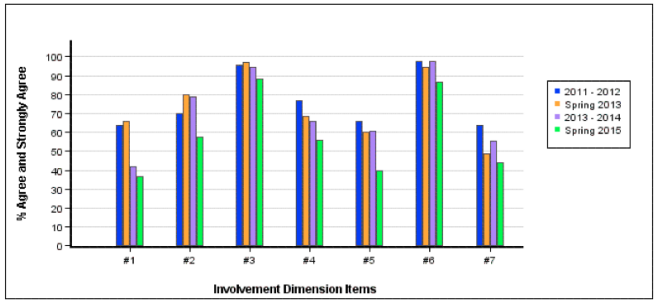

60% of our parents attended the 2014-2015 Open House
</td><td>
<table>
<tr><th colspan="6">Richmond Avenue Elementary School</th></tr>
<tr><td colspan="6">Percent Agree and Strongly Agree</td></tr>
<tr><th>#</th><th>Instruction Items</th><th>2011 - 2012</th><th>Spring 2013</th><th>2013 - 2014</th><th>Spring 2015</th></tr>
<tr><td>1</td><td>To enhance student learning, teachers at this school take full advantage of current educational technologies.</td><td>89.4</td><td>97.1</td><td>89.5</td><td>85.3</td></tr>
<tr><td>2</td><td>The instructional methods that teachers use respect the different ways that students learn.</td><td>87.2</td><td>94.3</td><td>94.7</td><td>83.8</td></tr>
<tr><td>3</td><td>At every grade level, content and performance standards guide the learning activities that teachers choose.</td><td>85.1</td><td>94.3</td><td>92.1</td><td>82.4</td></tr>
<tr><td>4</td><td>Teachers often provide opportunities for students to develop higher-order skills.</td><td>87.2</td><td>91.4</td><td>86.8</td><td>85.3</td></tr>
<tr><td>5</td><td>At this school, teachers demonstrate a lot of enthusiasm for what they do.</td><td>93.6</td><td>100.0</td><td>89.5</td><td>77.9</td></tr>
<tr><td>6</td><td>Teachers use the results of student assessments to evaluate and improve instruction.</td><td>95.7</td><td>91.4</td><td>92.1</td><td>82.4</td></tr>
<tr><td>7</td><td>To more fully engage learners, teachers use a variety of instructional strategies, materials, and media.</td><td>93.6</td><td>97.1</td><td>94.7</td><td>83.8</td></tr>
<tr><td></td><td>Dimension Mean</td><td>4.33</td><td>4.42</td><td>4.35</td><td>4.30</td></tr>
<tr><td></td><td>Number of Respondents</td><td>47</td><td>35</td><td>38</td><td>68</td></tr>
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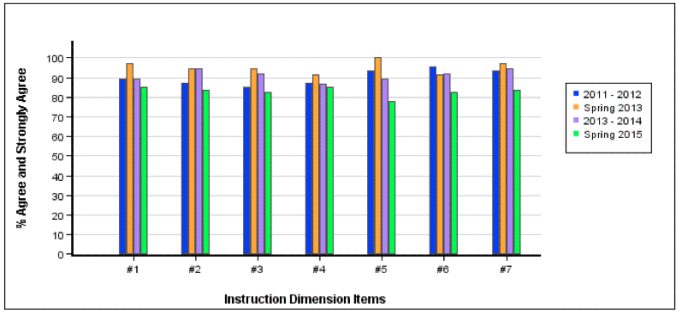

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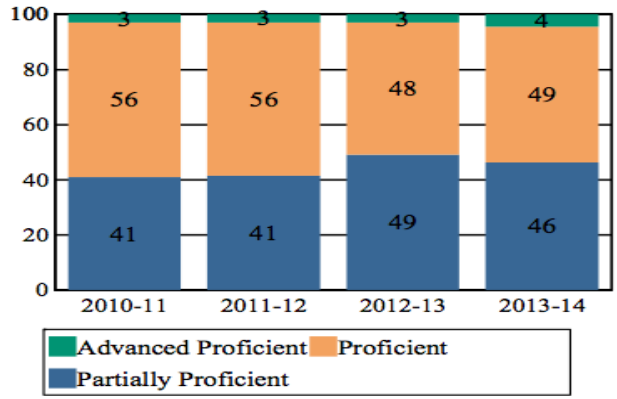
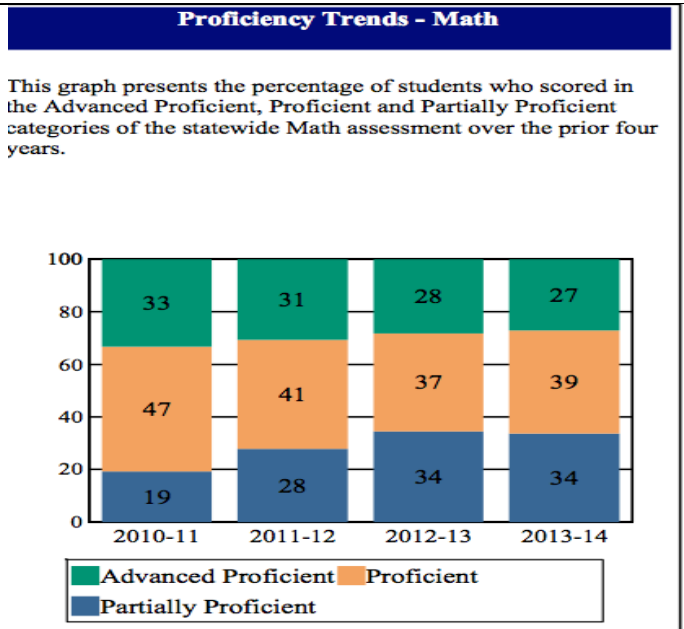
</table>

Describe the root causes of the problem	A majority of our parents are without personal modes of transportation, thus preventing them from being actively involved in all of the school/family activities. Also, varying work hours plays a big role in parent availability.	
Subgroups or populations addressed	ALL	ALL
Related content area missed	N/A	Proficiency Trends - Language Arts Literacy This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years. 

		
Name of scientifically research based intervention to address priority problems	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. Monthly parental involvement workshop are offered and will continue to be offered through the parent resource center in order to educate parents to become effective learners in order to assist their children at home with school work. This opportunity will enable parents to "mirror" the practice of learning at home to better assist children in school.	Literacy Collaborative is a researched based instructional model that is language based, student-centered, process-oriented. The Literacy Collaborative instructional model includes systematic teaching of the essential components of reading, writing, speaking, listening, and language development as outlined in the Common Core State Standards. Teachers will continue to teach the components of the framework; Reading and Writing Workshop as well as a Language/Word Study block. The literacy model allows for student centered differentiated instruction. (Leveled Literacy Intervention, System 44) LLI is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading.

		Big Ideas," describe what needs to be taught for each grade level. The 5E instructional mathematics model provides a format for lessons that builds on what students already know. The 5E's sequence the learning experience so that learners construct their understanding of a concept across time. Each phase of the learning sequence can be described using five words that begin with "E": engage, explore, explain, extend, and evaluate; this model is used for all five of the Common Core State Standards (CCSS). The results of the pre and post math benchmarks warrant differentiated instruction.
How does the intervention align with the Common Core State Standards?	N/A	The Literacy Collaborative language and literacy framework has been aligned with the Common Core State Standards. The model addresses the essential components of reading instruction as described in the National Reading Panel report and the No Child Left Behind Act: phonemic awareness, phonics instruction, fluency instruction, vocabulary instruction, and comprehension instruction. LLI will support what is being taught in the core classroom and help to meet the Common Core State Standards by bringing struggling readers to grade level proficiency. At the end of each LLI lesson, the specific behaviors and understandings that are required for children to read successfully at that level are provided from *The Continuum of Literacy Learning* in alignment with the Common Core State Standards The design of the 5E math model and "Big Ideas," is aligned to the CCCS. Research reports from institutions such as the National Research Center support the effectiveness of the 5E model.

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . "

2014-2015 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)**
Literacy Collaborative Framework	Language Arts Literacy	Special Education and Limited English Speaking students in grades K-2, 3-5 and 6-8	Administration and Teachers	Making AYP (Language Arts Literacy) Portfolio Assessment ePASK Model Curriculum/CCSS SRI Benchmark ❖ System 44 ❖ LLI Intermediate	Literacy Collaborative is a researched based instructional model that is language based, student-centered, process-oriented. The Literacy Collaborative instructional model includes systematic teaching of the essential components of reading, writing, speaking, listening, and language development as outlined in the Common Core State Standards. The teachers will continue to teach the components of the framework; Reading and Writing Workshop as well as the Language/Word Study block. Literacy Collaborative has been studied by the Center for Research and Educational Policy at the University of Memphis, the Education Development Center in Newton, Massachusetts, and the Center for Education Evaluation and Policy at Indiana University. System 44 Next Generation puts students on the path to the Common Core, helping students master the foundational reading skills as defined by the Standards. *System 44* also aligns to many of the core ELA standards through explicit instruction in comprehension and writing. The Center for Research in Educational Policy (CREP) at the University of Memphis conducted a scientific study that assessed the efficacy of Leveled Literacy Intervention (LLI), The study confirmed that LLI was effective in significantly improving the literacy achievement of struggling readers and writers. LLI will support what is being taught in the core classroom and help to meet the Common Core State Standards by bringing struggling readers to grade level proficiency. At the end of each LLI lesson, the specific behaviors and understandings that are required for children to read successfully at that level are provided from *The Continuum of Literacy Learning*. Like the Common Core State Standards, *The Continuum* addresses the specific goals for helping students actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews.

Mathematics 5E Model	Mathematics	Special Education and Limited English Speaking students in grades K-2, 3-5 and 6-8	Administration and Teachers	Making AYP (Mathematics) Mathematics pre/post benchmark Math Fact Fluency Assessments	The math approach used is a standards-based eighty minute Mathematics block in Kindergarten through sixth grade, the students acquire the necessary mathematical concepts, skills and understanding that they need to be successful. We begin each mathematics lesson with "Big Ideas," which describes what needs to be taught for each grade level. The 5E instructional mathematics model provides a format for lessons that builds on what students already know. The 5E's sequence the learning experience so that learners construct their understanding of a concept across time. Each phase of the learning sequence can be described using five words that begin with "E": engage, explore, explain, extend, and evaluate; this model is used for all five of the standards. The design of the "Big Ideas," is aligned to the CCSS Research reports from institutions such as the National Research Center support the effectiveness of the 5E model.
Data Improvement Review Team	Language Arts Literacy and Mathematics	Principal, Vice-Principal and Instructional staff	Central Office, Principal, Vice Principal and M&E Associates	Implementation of instructional strategies based on a review of student achievement data, and implementation of school-based strategies, based on a review of non-achievement data	DuFour, R., & Marzano, R.J. (2009, February). High level strategies for principal leadership. Educational Leadership, 66 (5), Alexandria, VA: Association for Supervision and Curriculum Development. 62-68
N/A	N/A	Homeless Migrant	N/A	N/A	N/A

*Use an asterisk to denote new programs.

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (from IES Practice Guide or What Works Clearinghouse)**
After School Academic Academy/Title III	Reading, writing, listening, and speaking/Mathematics	ESL students in grades 3-8	Bilingual Supervisor Principal Teachers	WIDA scores (ESL exit test) NJASK SRI results Model Curriculum/CCSS ELA/Mathematic Benchmark Assessments Attendance Rate Progress Monitoring	*TeenBiz* is a differentiated online literacy solution that reaches every student at his or her individualized Lexile/reading level. *TeenBiz* closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career.
Academic Academy/Title I	Literacy/Mathematics	All students in grades Pre K-8	Assistant Superintendent of Curriculum and Instruction Title One Coordinator Principal Teachers	ELA/Mathematic Benchmarks	To encourage children to verbally interact with the text, peers, and teacher while providing a means of engaging students as they construct meaning and explore the reading process
Summer School	Language Arts Literacy and Mathematics	All students in grades Kindergarten thru Eighth; especially those deemed "at-risk"	Assistant Superintendent of Curriculum and Instruction Title One Coordinator Principal Teachers	SRI results Benchmark Assessments Model Curriculum/CCSS Attendance Rate Progress Monitoring Pre/Post Mathematics Test Math-Fact Fluency AYP on the NJASK	Since class ratios are small, students benefit from receiving quality instruction with fewer distractions. Target tutoring allows students to benefit right where they need it the most. Students with low self-esteem or academic concerns benefit greatly from summer school.
N/A	N/A	Homeless Migrant	N/A	N/A	N/A

*Use an asterisk to denote new programs.

2014-2015 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Literacy Collaborative On-going Training	Language Arts Literacy	All Teachers	Central Administration Principal Literacy Supervisor Literacy Coaches	Implementation of the literacy framework Lesson Plans Informal Walk-through Portfolio Assessments Pupil Progress Monitoring Checklist (PPMCC)	The purpose of on-going literacy training is to revisit specific elements of the language and literacy framework in more detail, thus deepening the understanding of theory and practice and providing new thinking as the model is refined.
Literacy Collaborative Initial Training	Language Arts Literacy	New Teachers/Teachers in new grade level/area of teaching	Central Administration Principal Literacy Supervisor Literacy Coaches	Understanding and implementation of the literacy framework Carry out training assignments Read, discuss and apply new leanings Participate in coaching sessions/Cluster Coaching Progress Monitoring Model Curriculum Portfolio Evaluations Benchmark Assessments SRI Results	Needed in order to effectively teach the complete language and literacy framework in the classroom.
Literacy Collaborative Coaching Sessions	Language Arts Literacy	All teachers	Central Administration Principal Literacy Supervisor Literacy Coaches Teacher	Implementation of the literacy framework Lesson Plans Informal Walk Through Portfolio Evaluations Cluster Coaching/Coaching Sessions Intermediate Literacy Lab Classroom Delivery of Professional Development (Principal Meetings) Analysis of Data (PPMCC/SRI/Benchmarks)	On-Site professional development is the best way to provide support in teacher growth because professional conversations can take place. Coaching for both primary and intermediate teachers takes place on a daily basis either one-on-one or in clusters. The teacher(s) and respective coach collaborate during a pre-conference, observation/modeling of a lesson, and in a post conference.
Mathematics Coaching	Mathematics	All Classroom Teachers and Support teachers in all grade levels	Central Administration Principal Math Supervisor Math Coach	Coaching sessions and the implementation of the 5E math Model including the "Big Ideas." Lesson Plans Informal Walk through	On-Site professional development is the best way to provide support to teacher growth because professional conversations can take place..

Book Study	Reading, Writing, Mathematics, Science, Social Studies and the Arts:	All Teachers	Principal	Participation	Teachers will take part in our annual Book Study with the reading and active discussion of **Genre Study: Teaching with Fiction and Nonfiction Books** Genre Study: Teaching with Fiction and Nonfiction Books is a foundational text that advocates teaching and learning in which students are actively engaged in developing genre understandings and applying their thinking to any genre. It is through using genre understandings that your students think, talk, and read texts with deeper understanding, and write effectively. Genre Study is a professional resource that teachers can use with students to embark on an exciting exploration into the study of genre.
N/A	N/A	Homeless Migrant	N/A	N/A	N/A

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally?

The responsibility for evaluating the schoolwide program for 2015-2016 will be M and E Associates in conjunction with the School Improvement Plan Committee (School-Based Committee). The evaluation and review of the plan will begin in September 2015, including stakeholders, M and E Associates and the committee members on a bi-monthly basis. In addition, the School Leadership Team (Primary and Intermediate) will support the review and evaluation process of the schoolwide plan on a monthly basis.

2. What barriers or challenges does the school anticipate during the implementation process?

A challenge that is anticipated during the implementation process may be the limited number of staff members to effectively implement Leveled Literacy Intervention for the primary and intermediate grade levels. Due to the increase of class size, the utilization of basic skills and intervention teachers may be placed in classrooms to support classroom teachers in guided reading. Some barriers that are anticipated during the implementation process may be the limited assistance of a mathematics coach. This upcoming school year, a “new” math series will be implemented in grades K-4. In turn, it will force teachers to articulate with each other more often addressing the concerns of the “new” math series. Another barrier may be the limited amount of time available for the literacy and/or mathematics coordinator to effectively coach other teachers due to the schedule conflicts (block schedule). Block scheduling will force teachers to reduce time within their workshops to accommodate the schedule that in turn affects students’ performance growth.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

The school will continue to obtain the necessary buy-in from all stakeholders in order to implement the program(s) with monthly parent involvement sessions in the Parent Resource Center (September-May) delivered by a district trained literacy coordinators: Primary/Intermediate. In addition, parental involvement sessions will be conducted at the grade level (Curriculum Based Workshops) as well as the Parent Resource Center; i.e. ESL, home-school connection, computer, nutrition, and citizenship classes. Throughout the school year, Richmond Avenue School will continue to hold several family events during/after school for the whole family to attend; i.e. Science Fairs, Back to School Night, holiday show, movie night, award ceremonies, dinner show, PARCC pep rally, etc. Finally, teacher-parent conferences will be held in November to discuss student progress and continuous contact will be made with parents through the guidance department as well as through the I&RS process and teacher quarterly conferences.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

The measurement tool that our school will utilize to gauge the perceptions of the staff will be LoTi® Digital Age Schools. Atlantic City Public Schools have experienced statistically significant gains in student achievement. Atlantic City Public School follow the LoTi® model and have experienced a shift from "somewhat performing" to "high performing" via the implementation of Digital Age Best Practices research.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The measurement tool that our school will utilize to gauge the perceptions of the community will be LoTi® Digital Age Schools. Atlantic City Public Schools have experienced statistically significant gains in student achievement. Atlantic City Public School follow the LoTi® model and have experienced a shift from "somewhat performing" to "high performing" via the implementation of Digital Age Best Practices research.

6. How will the school structure interventions?

Program/Intervention	Method of Delivery	Grade Level(s)	Structure of Intervention
Literacy Collaborative Framework	Small/Whole Group Session	K-8	In-class
Reading Recovery	One-on-One	1st	Pull-Out/ Results based on reading assessment; i.e. benchmark
Leveled Literacy Intervention	Small Group Session	K-3rd	Pull-Out/Results based on reading assessment; i.e. benchmark
System 44	Small Group Session	3rd	Pull-Out/Results based on SRI and Schlagal & Slosson
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	WIDA/Inclusion
Achieve 3000/Team Biz	Whole Group Session	5th-8th	In-Class

7. How frequently will students receive instructional interventions?

Intervention	Method of Delivery	Grade Levels	Frequency of Instruction
Reading Recovery	One-on-One	1st	Daily
Leveled Literacy Intervention	Small Group Session	K-3rd	Daily
System 44	Small Group Session	3rd	Daily
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	Daily
Achieve 3000/Team Biz	Whole Group Session	5th-8th	Daily

8. What resources/ technologies will the school use to support the schoolwide program?

Program/Intervention	Method of Delivery	Grade Level(s)	Frequency of Instruction	Technology
Literacy Collaborative Framework	Small/ Whole Group Session	K-8	Daily	Mimio View/Mimio Smartboard/Computer
Reading Recovery	One-on-One	1st	Daily	N/A
Leveled Literacy Intervention	Small Group Session	K-3rd	Daily	N/A
System 44	Small Group Session	3rd	Daily	Computer
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	Daily	Mimio View/Computer
Achieve 3000/Team Biz	Whole Group Session	5th-8th	Daily	Computer

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

Program/Intervention	Method of Delivery	Grade Level(s)	Frequency of Instruction	Quantitative Data
Literacy Collaborative Framework	Small/Whole Group Session	K-8	Daily	Pupil Progress Monitoring Checklist (PPMCC)
Reading Recovery	One-on-One	1st	Daily	Reading Assessments
Leveled Literacy Intervention	Small Group Session	K-3rd	Daily	Reading Benchmark Assessments
System 44	Small Group Session	3rd	Daily	SPI Reports Fall/Winter Schlagal SRI Reports
English as a Second Language (ESL)	Small/Whole Group Sessions	K-8	Daily	WIDA/ACCESS
Achieve 3000/Team Biz	Whole Group Session	5th-8th	Daily	ACHIEVE 3000 Progress Reports

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

The school will disseminate the results of the schoolwide program evaluation to its stakeholder groups beginning in September. A scheduled informational session will be provided in order to disseminate the results of the schoolwide program evaluation. During this session, the school will address the strengths and weaknesses, barriers and challenges of implementation, as well as create a plan of action in order to monitor the results. In connection, the school will disseminate the results and address the needs, concerns, and accomplishments during the monthly Parent Resource Center workshops provided by the Parent Resource Center with partnership of the Richmond Avenue School Literacy Coordinators.

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
PAC	Academic Behavioral Social	Parents Teachers Students	PAC President and Principal	Participation	Research suggests that students tend to perform better in school when their parents are actively engaged in school related activities. Parents are very important to their child's success in school.
Parent Resource Center Workshops	Academic: Math and LAL	Parents Staff Students	Joe Beaman, Title One Coordinator	Participation in the district-wide workshops: ● Making Math Understandable ● De-mystifying the Standardized Test for Parents ● A Home for My Books ● How Do I engage My Children K-7 in Reading ● Building personal Home Libraries	Research suggests that students tend to perform better in school when their parents are actively engaged in school related activities. Parents are very important to their child's success in school.

Community Cookouts	Social Behavioral	Students Parents Community	Stop the Silence Committee	Community participation and decrease in citywide crime	The cookouts, sponsored by Stop The Silence Committee, are meant to bring community organizations together with community members to assist in bringing public awareness to the criminal activity that plagues our immediate area and provide the residents with information that will assist them in curtailing the criminal activity in their neighborhood. Community involvement is as important as policing in the effort to prevent, control and stop crime.
Parent Resource Center	Family Assistance	Homeless Migrant	Gabrielle Caldwell, District Supervisor Title 1 Joe Beaman, Title One Coordinator	Distribution of the following: ● School supplies ● Food ● Clothing ● Transportation for school related functions	By law, every New Jersey school district must have a local homeless liaison, who is responsible for assisting homeless students and their parents or guardians with such activities as: ● Enrolling in school and accessing school services; ● Obtaining immunizations or medical records; ● Informing parents, school personnel, and others of the rights of homeless children and youth; ● Working with school staff to make sure that homeless children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement; ● Helping to coordinate transportation services for homeless children and youth; and ● Collaborating and coordinating with the State Coordinator for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to homeless children and Youth.

Parent Resource Center: Workshops	Educational Assistance	ELL	Gabrielle Caldwell, District Supervisor Title 1 Joe Beaman, Title One Coordinator	Participation in ELA/Mathematics workshops Participation in Parenting Workshops Participation in ESL Workshops	Research suggests that students tend to perform better in school when their parents are actively engaged in school related activities. Parents are very important to their child's success in school.
Parent Resource Center: Workshops	Educational Assistance	Students with Disabilities	Joe Beaman, Title One Coordinator	Participation in the following workshops: ● Asking the right questions ● Understanding your child's IEP ● Understanding ADHD ● Social Side of learning ● A Home for My Books	Research suggests that students tend to perform better in school when their parents are actively engaged in school related activities. Parents are very important to their child's success in school.

*Use an asterisk to denote new programs.

2014-2015 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the needs assessment?
    - The school's family and community engagement program will assist with the understanding that all stakeholders are vital to the success of our shared vision. The school, parents and community work together in meeting the needs of our school and more specifically the learners.
2. How will the school engage parents in the development of the written parent involvement policy?
    - The school will conduct a survey seeking parent input
    - Invite parents to attend our PAC meetings
    - Continue to have parents sit on the schoolwide improvement committee
3. How will the school distribute its written parent involvement policy?
    - Send home two copies of the Parent Involvement Policy with every student
    - Have parent sign one of the copies
    - Return signed copy to school
    - Review content at the following gatherings: Open House, PAC and PTC's
4. How will the school engage parents in the development of the school-parent compact?
    - Conduct a parent survey seeking parent input
    - Develop the school-parent compact jointly with parents at the first PAC meeting
    - Create and make use of a "suggestion box," for parents to use throughout the school year for continued communication between parents and school.
    - Have teachers discuss the impact and importance of the compact with each parent at Open House and PTC's

5. How will the school ensure that parents receive and review the school-parent compact?

- Distributing the school parent-compact during Open House, PTC's and to all new incoming families
- Utilize the connect-ed system to remind parents that copies of the compact are available in the Main Office

6. How will the school report its student achievement data to families and the community?

- The school will report student achievement data to the families and community by mailing home the information as well as addressing the topic during the time of our scheduled parent teacher conferences and PAC meetings.

7. How will the school use notify families and the community if the district has not met its annual measurable objectives for Title III?

- Notices will be sent home to all parents to notifying them that the district has not met its annual measurable objectives for Title III. Also, the information will be announced at the Atlantic City Board of Education meeting in early Fall.

8. How will the school inform families and the community of the school's disaggregated assessment results?

- The school will inform the families and community of the school's disaggregated assessments results through PAC and informing them of the district's scheduled Board of Education meeting, which will address the results as a district.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

- Parents and Community will be invited to attend PAC meetings that will discuss the development of the Title I Schoolwide Plan and seek input at that time

10. How will the school inform families about the academic achievement of their child/children?

- The parents are informed of their child/children's academic achievement during Parent Teacher Conferences.

11. On what specific strategies and programs did the school use its 2014-2015 parent involvement funds?

- The parent involvement funds were used for various workshops.

12. On what specific strategies and programs will the school use its 2014-2015 parent involvement funds?

- The funds for parent involvement will be used for various "based on needs," workshops.

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	55	On-Going Professional Development Human Resource Department_ Personnel File Evaluation
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	
	100%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	8	On-Going Professional Development Human Resource Department_ Personnel File Evaluation
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0%	
	0%	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The Human Resource Department is responsible for the screening of all applicants to ensure that all employees (educators) are high-qualified.	Human Resource Department